Northlands College Annual Report

2011-2012

Northlands College…*your path to success!*

Northlands College Administration Building
P.O. Box 1000
Air Ronge, SK S0J 3G0
Ph: 306-425-4480
Fx: 306-425-3002
Toll Free: 1-888-311-1185 extension #4

Northlands College Program Centre – Buffalo Narrows
P.O. Box 190
Buffalo Narrows, SK S0M 0J0
Ph: 306 235 1765
Fx: 306-235-4346
Toll Free: 1-888-311-1185 extension #2

Northlands College Program Centre – Creighton
P.O. Box 400
Creighton, SK S0P 0A0
Ph: 306-688-8838
Fx: 306-688-7710
Toll Free: 1-888-311-1185 extension #3

Northlands College Program Centre – La Ronge
P.O. Box 509
La Ronge, SK S0K 1L0
Ph: 306-425-4353
Fx: 306-425-2696
Toll Free: 1 888 311 1185 extension #1

www.northlandscollege.sk.ca

Mission

The Mission of Northlands College is to provide quality education and training programs that will meet the development and employment needs of Northerners, enhance social and economic development, and prepare Northerners to participate in the labour market.

Philosophy

Northlands College believes:

- Learning is a life-long process and there is potential for all individuals to grow and to change at all stages of their lives.
- Northern residents should have opportunities for personal growth, and for participation in the social and economic development of the province, particularly in the North.
- Adults have rights and responsibilities for their own education: what to learn; how to learn; when to learn; where to learn.
- Adult training and education improves the quality of life by enhancing employability, increasing educational levels, and providing opportunities for enhanced personal and professional development.
- Adult training and education develops healthy communities as well as healthy individuals.
- Adult training and education agencies should be accessible, accountable, and responsive to the communities served.
- A co-operative, collaborative approach among agencies involved with education and services will increase efficiency and effectiveness and enhance benefits for all.
- Collaboration and partnership with business and industry increases quantity and quality of training opportunities, maximizes available resources, enhances skill transfer and improves opportunities for employment.

Principles

Northlands College adheres to the following guiding principles:

- **Accessibility:** Increase access to a broad range of programs and services by focusing on improved extension and decentralization of programs and services, expanded partnerships, program development, use of technology, collaboration, coordination and enhanced counseling support.
- **Responsiveness, Relevance and Community Involvement:** Promote responsiveness to the needs of the North through the development of effective partnerships with local and Aboriginal governments, funding agencies, business and industry, K-12 school systems, and other stakeholders in the planning and development of relevant training, education and career opportunities.
- **Quality:** Maintain and enhance the quality of adult training and education in order to improve the quality of life, to ensure portability of skills and to better position northerners to compete in the labour market.
- **Accountability:** Improve accountability to the public for use of resources and achievement of outcomes in college programs and services.
- **Optimizing Resources:** Optimize the use of available resources in order to maximize opportunities for learners.
- **Mobility:** Provide education and training which enables learners to achieve upward and lateral mobility between provincial programs and institutions and within the national and international context.
- **Equity:** Adopt inclusive approaches to achieve equitable opportunity and success.
- **Public Image:** Enhance the College's profile and reputation through the promotion of college programs, services and achievements.

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Letter of Transmittal

20 December 2012

Honorable Don Morgan, Minister
Advanced Education
Room 301, Legislative Building
2405 Legislative Drive
Regina, SK S4S 0B3

Dear Minister Morgan,

On behalf of the Board of Directors and in accordance with the regulations under the Regional Colleges Act of the Province of Saskatchewan, I am pleased to submit the Annual Report of Northlands College for the fiscal year ended June 30, 2012.

Sincerely,

Glenn Lafleur
Board Chairperson

Board Report

Angus McKay
Interim Board Chair
January 16, 2012 - June 30, 2012

On behalf of the Board of Directors of Northlands College it brings me great pride to present to you the Annual Report for 2011-2012. The Annual Report illustrates the extent to which the College has achieved its goals, objectives and targets for the reporting year and the progress made in relation to the overall strategic plan. As has always been the case, most of what the college is able to accomplish is dependent upon a broad range of partnerships and inter-relationships with industry, communities, first nation and Metis organizations, other agencies and government. Once again the partnership base remains strong and contributed significantly to the College's ability to accomplish what it set out to do in 2011-12. The Board commends the staff and thanks the partners for the joint efforts in ensuring that Northlands College continues to provide programs and services that meet the needs of the labor market in the region, and most importantly, meets the needs, and fuels the aspirations of the people of Northern Saskatchewan.

Brian Chaboyer
Board Chair
July 1, 2011 – January 16, 2012

The Board held nine regular meetings and an annual general meeting during the 2011-2012 fiscal year. In addition to the board meetings, the Board also attended various functions including scholarship award events, graduation ceremonies, staff in-service, program planning consultations, and participated, through appointed representation on the Scholarship Committee and Policy Council. The Board also undertook regular policy review and development.

This past year was a year of significant change for Northlands College. After 18 years in the position of Chief Executive Officer, Bill McLaughlin retired. The Board wishes Bill well and thanks him for his many years of dedicated service to the College, and to the people of the North. In addition, the long serving Director of Finance and Administration, Gail Walker, also retired.

As a result, the biggest task of Board this past year was the recruitment of a new President and Chief Executive Officer. The Board secured the services of a consulting firm to carry out a very comprehensive and in-depth search process that started in September and ended in March, with the appointment of Kelvin (Toby) Greschner as our new President and Chief Executive Officer. We are pleased to have Toby join the College and look forward to his leadership over the years to come.

In May of this past year, the Ministry of Advanced Education contracted Brown Governance Incorporated to undertake a current state inventory of accountability and governance policies and practices for each of the post-secondary institutions that receive provincial funding. The process consisted on an extensive review of all of our board policies and procedures. I am pleased to report that the review of Northlands College's policies and procedures was very good and it showed that the Board carries out its responsibilities in a very effective, efficient and responsible manner.

In terms of board composition, there were three vacancies as of June 30, 2012. Once again the Athabasca seat remained vacant for the entire year, clearly showing the difficulty in recruiting representation from that region. Further, in January, long serving Chair, Brian Chaboyer resigned, after remaining in the Chairperson role well beyond his term. The vice-chairperson assumed the role and as of June 30, 2012, remained in that role.

Overall, 2011-2012 was a year of change for Northlands College. The Board did an exceptional job in guiding this change. They carried out the tasks required of them in a very professional and efficient manner and always with the best interest of the people of Northern Saskatchewan being front and center. Northlands College continues to be a strong institution poised to grow and improve the quality of life for many northern people.

Governance

Brian Chaboyer
Cumberland House
Resigned January 16, 2012

Angus McKay
Beauval

Terrance Iron
Ile a la Crosse

Loretta Morin
Buffalo Narrows

Marvin Herman
La Loche

Veronica Favel
Cumberland House

Photograph not Available

Horace Morin
Pelican Narrows

Photograph not Available

Pam Mirasty
La Ronge
Resigned July 27, 2011

Board Committee Representation

Executive Committee (includes personnel and audit functions)

Brian Chaboyer, Chairperson (July 1, 2011 – January 16, 2012)
Angus McKay, Vice Chairperson, Interim Chairperson (January 19, 2012 – June 30, 2012)
Veronica Favel, Member at Large, Interim Vice-Chairperson (February 15, 2012 – June 30, 2012)

ASRC Representative	Scholarship Committee	Policy Council
Angus McKay	Marvin Herman	Veronica Favel, Marvin Herman

Meeting Dates

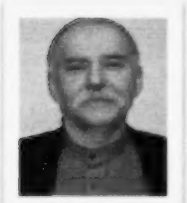
August 18, 2011	February 15, 2012
September 15, 2011	March 16, 2012
October 20, 2011	April 19, 2012
November 17, 2011	May 17, 2012
December 15, 2011	June 20, 2012 (Annual Meeting)
January 19, 2012	June 21, 2012

CEO recruitment meetings were held on November 16, 2011, December 15, 2011, January 16, 2012 and February 15, 2012.

Chief Executive Officer Report

Kelvin (Toby) Greschner
President and CEO

Northlands College has long prided itself on meeting the needs of the North, whether those are the needs of the thriving mining sector, the rapidly growing health sector, or the ever-expanding service industry. Most importantly however, is that the needs of the labour market, in a rapidly growing economy such as that in Northern Saskatchewan, are allowing Northerners the opportunity to achieve their aspirations by playing a significant role in that economic growth. Northlands College plays a key role in this process by being the primary provider of a wide range of education and training programs to prepare Northerners to take their rightful place in the development of Saskatchewan's north.



Bill McLaughlin
President and CEO
Retired April 30, 2012

This past year once again demonstrated the significant role that Northlands College plays in readying northerners to participate in the workforce. We are fortunate in that we enjoy a very productive relationship with our industry partners and funding agencies. This is exemplified in the mining sector by the "Multi Party Training Plan for the Mineral Sector", an agreement now in its fourth iteration, has been in place since 1993. This agreement supported Northlands College delivered programs such as the Underground Mining Program, the Mining Technician Program, the Environmental Monitoring and Protection Program, the Introduction to Underground Mining and Ventilation Program and Diamond Drillers Helper Program. Additional mining and resource related programs the College offered included Heavy Equipment Operator training, Oilfield and Mine Site Preparation, and Truck Driver Training. In addition, many work readiness programs such as safety training and WHMIS were also offered. In the area of trades training, the Women in Industrial Trades Program has opened the door for many northern women to pursue a career in the world of trades. In addition, carpentry and electrical programs were also offered.

Northlands College has played a significant role in the development of health sector related training in the north, and will continue to do so. The Health Careers Access Program, offered in the three college regions, readies students for entry into programs in the health field. This past year saw the completion of Year One of the Registered Nurse Degree Program, made possible by a partnership with the University of Saskatchewan. The Licensed Practical Nurse Program, both in "face-to-face" and "distance" delivery mode was once again offered. The Mental Health and Addictions Preparation course was also offered to many students around the north by using a distance delivery model.

Northlands College continues to offer a full range of adult basic education courses, in many locations across the north. The need in this area is great and the college will be looking at a number of options to further meet that need. We believe that any person in the north who wants to improve upon their basic education skills should have the opportunity, in one form or another, to do so. In the years to come we will work hard to achieve that goal.

Finally, our University program has seen dramatic growth over the last year as more northerners are taking the opportunity to pursue their university ambitions at home. Not only are Northlands College students able to select form a myriad of courses offered by the University of Saskatchewan, University of Region or others, they are now able to complete an Arts, Social Work, and now Nursing Degree, entirely in the north. We anticipate that this demand will continue to grow and we are pursuing avenues to have more courses offered in the North. Further, Northlands College continues to play a role in the University of the Arctic. By participating in this international consortium of higher learning institutions from around the circumpolar region, our students are exposed to issues and opportunities from around the globe, giving them the opportunities to not only be successful in northern Saskatchewan, but also around the world.

Northlands College has once again had a successful year; however, this institution will not rest on its laurels. Plans are underway to expand the opportunities that we can offer. Northern Saskatchewan is rich in its resources, strong in its culture, vibrant in its people, beautiful in its nature, and unlimited in its potential. Northlands College is here to tap that potential and help build the future.

Kelvin (Toby) Greschner
President & Chief Executive Officer
Northlands College.

Programs and Services Summary

Overview

Compared to the previous year, enrolment levels increased in 2011-2012 by 11.8 full load equivalents (FLEs). University Programs FLEs doubled due to the fulltime enrollment in Pre-professional Nursing. Adult Basic Education also increased and Skill training decreased in FLEs.

Northlands College's tradition of partnerships resulted in revenue from partnership and tuition funding 44% of Skill Training programs. Partnership with Northern Career Quest resulted in eight programs with 119 seats and a contribution of $491,000. The Mineral Sector Multi-Party Training Plan (MPTP) sponsored the Mineral Sector Professional Degree Scholarship with a contribution of $170,000 and sponsored another 161 seats in four programs. First Nations as signatory to sectors agreements and a significant partner resulted in contributions of $1.48 million with 201 seats.

Outcomes

Forty-six Adult Basic Education (ABE) programs were delivered in 18 communities and three mine sites (Appendix A) totaling 867 distinct enrolments (Table 4). Analysis of the Adult Basic Education statistics reveals that 57% of participants completed or graduated from ABE programs with 89% of participants declaring to be of Aboriginal ancestry. The number of programs between credit and non credit programs fluctuates year to year, this year non credit ABE programming increased by two and ABE credit programs increased by one. The College does not have the financial resources to offer all programs in every community therefore the delivery of programs may follow a rotation of Developmental Studies Phase I and II, ABE Level 3 (Adult 10), and Level 4 (Adult 12) in communities without a main campus.

Adult Basic Education credit program enrolments decreased to 279 participants (Table 4), with 98 completing and another 53 graduating (Table 6). Of those students who were contacted for follow-up 14 proceeded to employment and 73 went on to further training (Table 6).

In thirty Adult Basic Education non-credit programs, (including literacy) enrolment totaled 588 (Table 4) with 343 participants completing (Table 6). Follow-up results of contacted students (not including literacy of 193) showed that 17 had gained employment and 24 proceeded on to further training (Table 6).

Key initiatives in Adult Basic Education and Literacy included four programs funded by ABE on-reserve providing access to 112 seats. Partnership continued with Northern Lights School Division Edcentre.ca providing increased access for 31 students and 16 previous graduates upgrading or accessing new courses. The Online GED and Literacy programs provided an increase in access for 51 adult students pursuing their learning goals.

Skills Training

Northlands College delivered 51 Skills Training programs in 13 communities and one mine site, this was a decrease of 17 programs with a corresponding decrease in enrolment of 254 participants. Skills Training programs had a total enrolment of 557 participants (Table 4) of which 494 (89%, Table 7) declared Aboriginal ancestry. Overall, the completion/graduation rate for Skills Training was 86%.

The Women and Industrial Trades Program demonstrates the cornerstone of Northlands College's philosophy of partnerships to prepare northerners for employment. The Women in Industrial Trades Program was originally developed through collaboration with the Director of Education of the Ile a la Crosse School Division. Northlands College brokered the program curriculum from SIIT. Through a formal agreement, the program was purchased and subsequently delivered in Ile a la Crosse. The program was specifically designed to assist women who want to develop the basic skills necessary for entry-level work in construction. The main focus of the program is hands-on skill development. Courses include: construction academics, site safety, use of hand tools and construction basics. Participants also had the opportunity to develop an understanding of the occupation areas involved in trades such as carpentry, electrical, plumbing, painting, drywall application and roofing.

Safety tickets were also included in the program; WHIMIS, TDG, First Aide/CPR, confined space. PLATO was included for the purpose of remedial work in academics. The classroom was equipped with six computers in order to provide access to the internet and access to online learning tools such as PLATO. The majority share of funding support for the delivery of the program was through Northern Career Quest, student financial support was through sponsorship from CanSask and Gabriel Dumont Training and Employment. The Ile a la Crosse School Division #112 contributed in-kind to the program.

Students in the program constructed a variety of wood and metal projects that they later took home. Some of these projects included captain's beds, picnic tables, bird houses, metal art designs, Christmas ornaments made of metal for the community power poles, book shelves, tool boxes, bar stools and dressers.

The children of these women who were the beneficiaries of the projects were extremely proud of their moms for building these items for them. In the spring of 2012 the women registered in the program assisted in the construction of a cultural center for the high school. The building was built outside of the community in a secluded area of the forest where students will be able to go to spend the day learning about the outdoors. The women were very proud to contribute toward such a major and important project.

During the winter of 2011 the Northern Health Strategy (NHS) went to various communities in the north to talk about what an "ideal learning community" would look like. The Women in Industrial Trades Program became an example of what a community can do to support an educational program. The following community organizations supported the program in one way or another: Ile a la Crosse Friendship Centre, Sakitawak Development Corporation (SDC), the Northern Village of Ile a la Crosse, and the Ministry of Environment Forestry Protection Services.

The goal of the program has been to provide women taking the training with the skills necessary to be able to pursue apprenticeship training and to find employment and/or become empowered through their training to put their new skills to use.

The program saw 8 female students successfully complete the program, 4 have gone on to take the applied certificate welding program currently being delivered in the community.

University

Northlands College is an official off-campus Arts and Sciences site, offering courses from the University of Saskatchewan, University of Regina and University of the Arctic. University access through Northlands College is coordinated out of La Ronge with full-time student programs in Buffalo Narrows, Creighton, Ile a la Crosse and La Ronge. In 2011-2012 the pre-professional year of nursing increased full-time enrolments by 53 students and part-time reduced by 30 students.

Videoconference equipment is used almost daily to offer university courses and tutorials. Students, staff and instructors enjoy using the technology. It has become a very popular mode of distributed learning. Instructors, after their first encounter teaching through this mode, are now championing the viability and encouraging an increased number of courses.

Northlands College continues its model of "Supportive Program Approach" in each of the three program centres: Buffalo Narrows, Creighton and La Ronge and in 2011-2012 Ile a la Crosse was added. Full-time distance education tutors support student in a learning centre environment.

University highlights include:

- The ability to complete the entire Bachelor of Arts, Northern Studies degree in all three centres; Buffalo Narrows, Creighton and La Ronge. The degree's additional focus with an advanced emphasis in Aboriginal Public Administration directly ties the students' skills to thee northern labor market needs. The University of Saskatchewan, University of the Arctic and Northlands College have partnered to present this opportunity.
- The Social Work Degree continues to attract new applicants each year. The popularity of this program speaks to the employment potential in the north. The first graduates are expected in 2013.
- Northlands College, Cumberland College, North West Regional College, and Prince Albert site partner to present Social Work courses by videoconference. Locations included Beauval, Buffalo Narrows, Creighton, La Ronge, Meadow Lake, Melfort, Nipawin, North Battleford, Prince Albert and Tisdale. We now have two courses each semester by this mode.
- There are presently seven students in the University of Regina's Northern Local Government Authority (LGA) certificate program. They form part of our university student body of distance learners.
- Northlands College, University of Saskatchewan and Saskatchewan Advanced Education continued to partner to present *SOS: Surviving Off-Campus Studies*. This series of study skills workshops was presented weekly in the fall and rebroadcast in the winter. Marilyn Iwasyk, Distance Education Tutor, used videoconferencing to link from Creighton to Regina for live broadcasts through the LIVE televised network. Telecasts were then archived through video streaming and made available through the internet from the e-cast site.
- We participated in supporting two students in their Master's program. An entire Master's in Northern Governance and Development is now available to our students.

Services and Learner Support

The counselors and student advisors are involved in implementing the Basic Education Assessment Model, which is incorporated into the counseling process, student selections and student centered team meetings. In addition, Student Services provide services in orientation, career planning workshops, financial counseling, referral to specialized services and academic assessment.

The PLATO resource instructor offered PLATO and ESPORT training to instructors to offer a solution for Workplace Essential Skills. ESPORT is a career tool that results in providing a portfolio and an analysis of workplace essential skills required for your career choice. PLATO provides a venue to improve six workplace essential skills.

The following table provides a comparative overview of programming and student enrolment levels.

Table 1:
Comparative Program Activity Levels

	2010-2011		2011-2012	
	Programs	Enrolment	Programs	Enrolment
Skills Credit	52	570	45	525
Skills Non-Credit	16	241	6	32
Adult Basic Education Credit	17	344	16	279
Adult Basic Education Non-Credit	28	448	30	588
University	4	122	4	145
Total	**117**	**1725**	**101**	**1569**

Table 2:
Student Completion Rates

Year	Programs	Enrolments	Completion Rate
2011-2012	101	1633	71%
2010-2011	117	1725	77%
2009-2010	128	1711	76%
2008-2009	107	1413	77%
2007-2008	117	1568	72%

Northlands College

Success Stories

"I came to Creighton to finish my GED Grade 12, stayed to do the Health Careers Access Program, and followed up with the Health Care Aide program. I had fabulous instructors who bent over backwards to help me. I'm very grateful to Northlands College for giving me these opportunities. I am seriously considering continuing into a two-year Licensed Practical Nurse Program. "

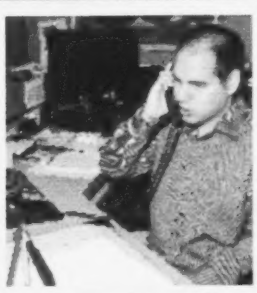
- James Fiddler, Cumberland House

"Northlands College allowed me to complete my Bachelor of Arts in Northern Studies/Aboriginal Public Administration without ever leaving home. Northlands College is a great place to get your degree! They have the best support staff you could ask for. I'm proud to say I'm now working for the College in the University Department."

- Melissa Laliberte, Buffalo Narrows

After graduating from the Office Education program at Northlands College, I was hired by Northern Lights School Division which is where I had done my high school work placement. I answer the phone, act as receptionist, and do many other things around the office. I liked the College course a lot, and it helped me gain meaningful employment."

- Norman Halkett, La Ronge



Goals

The following chart provides a summary of the College's achievements in relation to its goals and objectives, and proposed key actions.

Goal 1
Develop a skilled northern workforce to meet local, regional and provincial labour market needs.

Objectives:

1. Ensure, where appropriate, that programs and services meet provincial and national standards.
2. Establish a direct link between training and employment through strategic partnerships with employers.
3. Deliver skills training programs at a local and regional level in response to local employers, northern industry and economic trends.
4. Maintain a balance between education and training for short-term and long-term labour market needs.
5. Expand the availability of technical and skills training opportunities through the maximization of brokerage agreements with SIAST and, where applicable, with other institutions; expanded partnerships with industry; the pursuit of certification the use of technology.
6. Expand options for work-based training, including apprenticeship and cooperative education.
7. Improve the participation of under-represented groups to enhance their employability and to contribute to a representative workforce.

Key Actions	Timeframe	Response
Serve on the board of Northern Career Quest Inc. and deliver training to fulfill the requirements of the ASEP proposal (1400 training opportunities/700 jobs)	2008-2012	CEO represents Northlands College on the NCQ board. The Northern Career Quest was completed March 2012 and continued with wrap up activities until the end of June 2012. Final outcomes were 1800 Aboriginal people trained with 1400 accessing jobs. The key to success was employer driven training with a commit to 50% employment of the trainees.
Co-chair the Health Sector Training Sub-Committee of the Northern Labour Market Committee with the purpose of implementing a long-term training strategy to address the labour market requirements of the northern health sector. Develop a multi party training agreement involving health authorities, Northlands College, northern funding agencies, federal and provincial government ministries and departments to address immediate and long-term human resource needs in the northern health sector.	Ongoing	The Northern Health Sector Training Committee accomplished the following in 2011-12: ▪ Contracted LTSC Consultants to update the Northern Health Districts and Northern First Nation Health communities' Labour market needs. The Report was released June of 2012. ▪ Procured $1.65M from Sask Health, Northlands College, Northern Inter-Tribal Authority (Health Canada AHHRI funding) and Advanced Education. ▪ Delivered through Northlands College Practical Nursing Preparation for the Distance Practical Nursing Program, Practical Nursing Programs by Distance and face to face La Ronge, Three Health Career Access Programs, Pre-professional year for Degree Nursing, and a Mental Health and Addictions Preparation Program. The Northern Health Sector Committee partners delivered training to 223 participants.

Goal 1 Continued:
Develop a skilled northern workforce to meet local, regional and provincial labour market needs.

Key Actions	Timeframe	Response
Development of a training and certification strategy for Mental Health and Addictions counselors in collaboration with northern health sector employers.	2011-2012	31 participants in 22 communities enrolled in the Mental Health and Addictions prep program which will conclude in August 2012. The Mental Health and Addictions certificate program will commence in September 2012. SIAST is still in the process of completing development of the new Mental Health and Addictions Certificate which should be approved by January 2013.
Expand the delivery of apprenticeship and pre-employment training in northern Saskatchewan in collaboration with the Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) and the Northern Apprenticeship Committee (NAC). Provide dedicated coordination and job coach services to NAC through a joint funding arrangement with the Ministry of Advanced Education, SATCC and the Mineral Sector Steering Committee.	Ongoing	Northlands College delivered Level One Carpentry Training with a 75% completion rate in La Ronge. Northlands College continues to contract with the Northern Apprenticeship Committee to provide staff to support services for northern apprentices.
Administer MPTP IV on behalf of the Mineral Sector Steering Committee to address the immediate and long-term human resource needs of the northern mining sector	2009-2014	Northlands College provides program management for the Mineral Sector Steering Committee. Results of the MPTP scholarship recipients are four students completed year three and three students completed year two of their science degrees.
Incorporate a Workplace Essential Skills training component in skills training.	Ongoing	Our Literacy Coordinator attended a conference to learn what other colleges and industry are doing in this area. We continue to provide instructor support to utilize PLATO to meet the needs of WPES.
Deliver the second online LPN program in partnership with the Northern Inter-Tribal Health Authority, Northern Health Strategy Working Group and SIAST.	2011-2012	Seventeen students from 11 communities entered Practical Nursing Preparation with 11 continuing into the Practical Nursing program by distance mode.
Pursue alternatives to regional delivery in the absence of a training facility in the Athabasca region.	Ongoing	We were unable to recruit an instructor for the Health Career Access Program in Stony Rapids.

Goal 2

Maximize education and training opportunities and to develop a more intergraded, effective and sustainable delivery system through collaboration, coordination and partnerships.

Objectives:

1. Improve coordination, cooperation and joint planning among adult education and training institutions and funding agencies in order to better coordinate services and minimize duplication and overlap.
2. Develop partnership approaches that maximize utilization of community and industry resources to expand learning opportunities.
3. Develop partnerships and undertake collaborative planning with K-12 school divisions to facilitate transition from high school to post-secondary education and from post-secondary education to the workplace.
4. Increase access and provide a broader range of programs and services through the use of technology.

Key Actions	Timeframe	Response
Collaborate with SIIT, DTI, and northern funding agencies to coordinate program delivery and minimize duplication and overlap.	Ongoing	Held Funding Agency meetings in Oct 2011 and April 2012. Funding agencies and other institutions also attended our community planning meetings in the fall of 2011.
Maintain alternate education partnerships with DTI and the Ile a la Crosse School Division to facilitate transition from high school to post-secondary education.	Ongoing	Continued to provide support to the Storefront program in Ile a la Crosse.
On behalf of the Northern Labour Market Committee and Advanced Education, prepare the Regional Training Needs Assessment Report for northern Saskatchewan	Ongoing	Prepared and presented the Regional Training Needs Assessment Report at the Northern Labour Committee in June 2012. The report may be accessed through the NLC website.
Partner with northern school divisions and Saskatchewan Education in the delivery of pre-trades programs and employment related short courses for selected high school students.	Ongoing	No action.
The college will apply technology in key areas to provide a broader range of programs and services: ▪ Decentralized distance delivered university programs in Buffalo Narrows, Creighton and La Ronge. ▪ In partnership with the Northern Lights School Division operate an online high-school program for youth and adults. ▪ Deliver online learning options to expand access to adult basic education opportunities, particularly literacy, Level 4 (Adult 12) and GED preparation. ▪ Expand video-conferencing capability and apply technology to enhance course delivery. ▪ Operationalize a distributed learning model for the delivery of health care training.	Ongoing	Northlands College increased distance delivery by adding access and support in the community of Ile a la Crosse for the pre-professional year for nursing. Forty-seven adult students accessed high-school credits through the Online High School partnership with NLSD. Fifty-one adults accessed online GED and Literacy support programs. The NLC university program uses video conferencing to expand the delivery of university courses in social work and nursing. The Northern Health Strategy partnership delivered Practical Nursing Preparation, Practical Nursing, and Mental Health and Addictions Preparation by distance modes.

Goal 2 Continued: **Maximize education and training opportunities and to develop a more intergraded, effective and sustainable delivery system through collaboration, coordination and partnerships.**		
Key Actions	**Key Actions**	**Key Actions**
Facilitate an institutional partnership involving Northlands College, Dumont Technical Institute, Saskatchewan Indian Institute of Technology, First Nations University of Canada, University of Saskatchewan, University of Regina and NORTEP in the delivery of a comprehensive, collaborative health training strategy.	Ongoing	Continue to collaborate with other institutions and agencies through the Northern Labour Market Health Sector Training Sub- Committee. With the release of the new Health Human Resource Data Report the committee held a strategic planning session in June 2012.
Partner with NORTEP on the development of enhanced university capacity in the north including associated facility requirements.	Ongoing	No action
Partner with Cumberland Regional College and North West Regional College in the delivery of University of Regina social work courses and programming through the use of videoconference technology.	Ongoing	The College partnered with Cumberland Regional College and North West Regional College in the delivery of University of Regina social work courses and programming through the use of videoconference technology.

Goal 3
Deliver relevant programs and services that respond to needs identified by northern stakeholders.

Objectives:

1. Establish a process for the effective input of community representatives, economic development agencies, business and industry, and funding agencies in determining training needs and priorities, based on labour market requirements.
2. Improve and expand the program approach to the delivery of university courses through a decentralized, multi-mode, student supported learning approach.
3. Improve the effectiveness of the Adult Basic Education program as a bridging program to further education and training, and/or employment.
4. Provide learning opportunities related to current and emerging needs such as health and social issues and the use of technology.
5. Strengthen the role of the college in assisting communities to build their capacity for social and economic development.

Key Actions	Timeframe	Response
Undertake a formal needs identification/program planning process involving extensive consultations and joint planning with northern communities, government departments, economic development organizations, business and industry, Aboriginal community, school divisions and other stakeholders.	Ongoing	Regional Community Program Planning meetings were held in Buffalo Narrows, La Ronge, Creighton and Stony Rapids.
Incorporate Workplace Essential Skills into ABE and Skills programs.	Ongoing	PLATO Resource instructor continues to support instructors to meet Workplace Essential Skills in programs.
Maintain the following four University Program options: ▪ Social Work option – University of Regina ▪ Bachelor of Arts ▪ Teacher Entrance option (first two years of a Bachelor of Education) ▪ Bachelor of Arts in Northern Studies in partnership with University of the Arctic, University of Saskatchewan, and Advanced Education.	Ongoing	The College provided access and Distance Tutor support for 145 students in Creighton, Buffalo Narrows, La Ronge and Ile a la Crosse and enrolled in the following five University Program options: ▪ Social Work option – University of Regina- ▪ Bachelor of Arts ▪ Teacher Entrance option (first two years of a Bachelor of Education) ▪ Bachelor of Arts in Northern Studies in partnership with University of the Arctic, University of Saskatchewan, and Advanced Education. ▪ Pre professional Nursing- U of S

Goal 3 Continued Deliver relevant programs and services that respond to needs identified by northern stakeholders.		
Key Action	**Timeframe**	**Response**
Partner with International Centre for Northern Governance and Development on the delivery of a Master's program in Northern Governance and Development.	2011-2012	The college provides support to students as required and access to facilities.
Deliver a nursing degree program in partnership with the University of Saskatchewan beginning with the pre-professional year.	2011-2012	Forty seven full-time and 8 part-time students attended pre-professional nursing in Buffalo Narrows, Creighton, Ile a la Crosse, and La Ronge.
Facilitate the development and implantation of a five year training to employment strategy for the Athabasca Basin in collaboration with communities of the region and the Athabasca Enterprise Region Board of Directors	2010-2015	No Activity. Funds for the Enterprise Region Boards were eliminated in the 2012 budget.
Through membership participation on the three newly formed northern Enterprise Region Boards, implement programs in response to identified economic development initiatives.	Ongoing	Northlands College participated on the Enterprise Region Boards until funds were eliminated in the 2012 budget.

Goal 4
Adopt inclusive approaches to achieve equitable opportunity and success.

Objectives:

1. Provide equitable access to programs and services for all learners according to individual needs and abilities and within the capabilities of the college.
2. Provide bridging, transitional and support services to facilitate participation of all individuals.
3. Establish a climate within the college where everyone is treated with respect and encouraged to develop their full potential.
4. Adopt an advocacy role in addressing financial inequities, which limit access for learners.
5. Strive to achieve representative participation levels in college programs and in the college workforce.

Key Actions	Timeframe	Response
Maintain emphasis on Education Equity policy and regularly monitor its application.	Ongoing	An internal committee reported to the Operational Advisory Committee on Education Equity at NLC, in May of 2012.
Continue to support and resource learning strategists at the three campuses to assist students with learning challenges.	Ongoing	Learning Strategists were hired in Buffalo Narrows and La Ronge. We were unable to fill a term vacancy in Creighton.
Continue advocacy efforts in relation to student financial assistance.	Ongoing	SAO's represent regional colleges on the provincial committee. Student Services participate in student loan orientations, PTA administration and counseling.
Work with Gary Tinker Federation to provide programs and services to meet the needs of people with disabilities.	Ongoing	No action.
Maintain efforts of the Employment Equity Committee in implementing special measures to achieve a representative college workforce.	Ongoing	The Employment Equity Committee meets on a regular basis to monitor the impact of the Employment Equity Program and implement measures to increase Aboriginal representation on staff. In 2011-12 50 percent of the Northlands Workforce was of Aboriginal ancestry.
Maintain appropriate student services at all college campuses including the provision of student residences.	Ongoing	Each campus has one Counselor, the Eastern and Western regions have two student advisors, and the Central region has three. Each region has student residences available.
Incorporate academic bridging into technology related programs.	Ongoing	The College runs academic prep prior to entry in the mine related technical programs. Northlands College offers Health Careers Access programs in each region and developed an access program for the Mental Health and Addictions Counseling program.
Work with SIIT Northern Industrial Career Centre in providing job transitional support services, initiate joint transition to employment projects with local school divisions, and work with Northern Career Quest Inc. to provide transition to employment support services.	Ongoing	Northlands College is a member of the NICC advisory committee and participated on the NCQ board.

Goal 5

Improve accountability to the public for use of resources and achievements of outcomes in college programs and services.

Objectives:

1. Develop valid and meaningful performance indicators to measure and report on the achievement of college goals and objectives.
2. Undertake regular reviews of college programs and services to monitor progress in achieving objectives and improve quality.
3. Establish effective methods to communicate results of college programs and services to the public.
4. Provide for effective board governance.

Key Actions	Timeframe	Response
In keeping with the college's Program Review policy, continue regular, in-depth review of all college programs on an annual cyclical basis.	Ongoing	Completed the Developmental Studies Phase One and Two Review and presented to the Operational Advisory Committee in May 2012.
Implement a marketing and promotion strategy.	Ongoing	The marketing committee implements an annual work plan focused on increasing public awareness.
Publicize an annual report; maintain a comprehensive college web-site; report regularly on college progress at Northern Labour Market Committee; maintain emphasis on regular stakeholder consultations.	Ongoing	Northlands College's annual report was published and is available on the website. Northlands College continues to report to the Northern Labour Market Committee and participates on various sub-committees.
Undertake ongoing board development including participation in provincial and ASRC board development workshops.	Ongoing	The Board Chairperson attended Governor Development and Certification Meetings. This training for Board Members will be offered in 2012-2013
In June of each year, the board undertakes a self-evaluation of progress in achieving their goals and overseeing the operation of the college. CEO evaluation undertaken annually.	Ongoing	A formal board evaluation was completed in June and the board recruited of a new CEO.

Table 3
Performance Measures

Number of Student Enrolments – expressed in terms of full load equivalents (FLEs) for all credit and non-credit programs. (FT, PT and Casual)	Baseline		Projected 2011-2012		Actual 2011-2012	
	#	FLE	#	FLE	#	FLE
Skills Training - Institute Credit	280	205.42	270	172	258	195.12
Skills Training – Industry Credit	304	28.28	233	49	267	25.68
Skills Training – Non-Credit	159	25.91	260	67	32	4.80
Adult Basic Education – Credit	315	244.89	283	214	279	207.91
Adult Basic Education – Non-Credit	459	166.52	412	398	588	217.09
University	99	34.25	140	66	145	80.17
Total	**1616**	**705.27**	**1598**	**966**	**1569**	**730.77**

Skill Training – Institute Credit	Baseline		Projected 2011-2012		Actual 2011-2012	
	#	FLE	#	FLE	#	FLE
Number of Student Enrolments – expressed in terms of full load equivalents (FLEs) and distinct enrolment	280	205.42	270	172	258	195.12
Number of Graduates	151		135		139	
Number of Completers	47		51		65	
	%		%		%	
Participation (Enrolment) Rate	30		34		29	
Graduation Rate	54		50		54	
Employment Rate from Follow-up Surveys of FT Graduates	73		72		59	
Continued to Further Training Rate of FT Students	37		32		30	
Skills Training – Institute Credit Aboriginal Persons Statistics	%		%		%	
Aboriginal Participation (Enrolment) Rate	89		87		86	
Graduation Rate as a Percentage of Total Graduates	90		87		85	
Graduation Rate as a Percentage of Enrolment	59		55		53	
Employment Rates of Full-Time Aboriginal Persons	70		64		59	
Continued to Further Training Rates of Full-Time Aboriginal Persons	39		35		27	

Skill Training – Industry Credit	Baseline		Projected 2011-2012		Actual 2011-2012	
	#	FLE	#	FLE	#	FLE
Number of Student Enrolments – expressed in terms of full load equivalents (FLEs)	304	28.28	233	49	267	25.68
Number of Graduates	221		164		216	
Number of Completers	62		51		33	
	%		%		%	
Participation (Enrolment) Rate	25		30		22	
Graduation Rate	67		70		74	
Skills Training – Industry Credit Aboriginal Persons Statistics	%		%		%	
Aboriginal Participation (Enrolment) Rate	95		95		100	
Graduation Rate as a Percentage of Total Graduates	73		70		100	
Graduation Rate as a Percentage of Enrolment	68		64		74	

Adult Basic Education - Credit	Baseline		Projected 2011-2012		Actual 2011-2012	
	#	FLE	#	FLE	#	FLE
Number of Student Enrolments – expressed in terms of full load equivalents (FLEs)	315	244.89	283	214	279	207.91
Number of Graduates	63		48		52	
Number of Completers	129		116		98	
	%		%		%	
Participation (Enrolment) Rate	34		36		32	
Graduation Rate	20		17		19	
Employment Rate from Follow-up Surveys of FT Graduates	39		30		25	
Continued to Further Training Rate of FT Students	75		71		85	
Adult Basic Education - Credit Aboriginal Persons Statistics	%		%		%	
Aboriginal Participation (Enrolment) Rate	95		95		95	
Graduation Rate as a Percentage of Total Graduates	96		96		92	
Graduation Rate as a Percentage of Enrolment	24		20		18	
Employment Rates of Full-Time Aboriginal Persons	39		29		14	
Continued to Further Training Rates of Full-Time Aboriginal Persons	74		70		84	

University	Baseline		Projected 2011-2012		Actual 2011-2012	
	#	FLE	#	FLE	#	FLE
Number of Student Enrolments – expressed in terms of full load equivalents (FLEs)	99	34.25	140	66	145	80.17
Participation (Enrolment) Rate	11		9		17	
Aboriginal Participation (Enrolment) Rate	74		76		88	

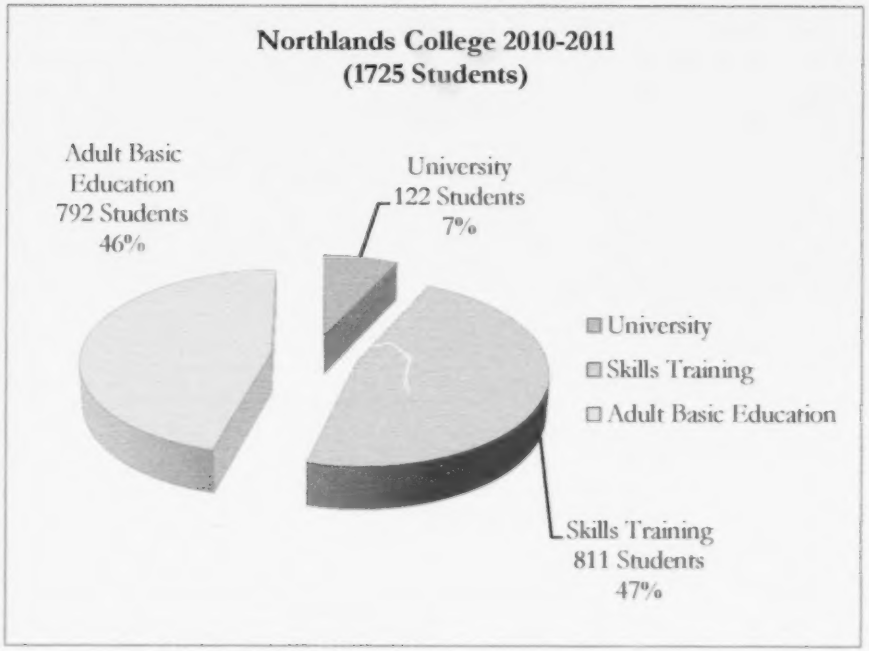
Tables and Charts

Table 4
Comprehensive Enrolment by Program Groups for Northlands College

	College Wide	2010-2011 Student Enrolment					2011-2012 Student Enrolment				
		Programs	FT	PT	Casual	FLEs	Programs	FT	PT	Casual	FLEs
Skills Training	Institute Credit										
	SIAST	21	127	47	0	141.50	20	102	71	2	130.43
	Other	7	33	48	0	67.36	6	43	28	0	61.27
	Apprenticeship and Trade	1	0	9	0	2.49	1	0	12	0	3.42
	Total Institute Credit	**29**	**160**	**104**	**0**	**211.35**	**27**	**145**	**111**	**2**	**195.12**
	Total Industry Credit	**23**	**0**	**226**	**80**	**30.50**	**18**	**0**	**188**	**79**	**25.68**
	Total Non-Credit	**16**	**0**	**100**	**141**	**24.11**	**6**	**0**	**20**	**12**	**4.80**
	Total Skills Training	**68**	**160**	**430**	**221**	**265.96**	**51**	**145**	**319**	**93**	**225.60**
Adult Basic Education	Adult Basic Education Credit										
	Academic GED	4	5	59	0	12.27	2	8	23	0	14.15
	Level 3 (Adult 10)	5	60	14	0	68.49	6	62	27	0	80.86
	Level 4 (Adult 12)	8	92	114	0	157.83	8	61	98	0	112.90
	Total Adult Basic Education Credit	**17**	**157**	**187**	**0**	**238.59**	**16**	**131**	**148**	**0**	**207.91**
	Adult Basic Education Non-Credit										
	Employability/Life Skills	6	41	37	0	29.84	5	51	15	0	34.33
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	11	46	81	0	84.73	8	27	49	0	26.90
	Literacy	11	22	221	0	84.73	17	53	393	0	155.86
	Total Adult Basic Education Non-Credit	**28**	**109**	**339**	**0**	**173.62**	**30**	**131**	**457**	**0**	**217.09**
	Total Adult Basic Education	**45**	**266**	**526**	**0**	**412.21**	**46**	**262**	**605**	**0**	**425.00**
	Total University	**4**	**35**	**87**	**0**	**40.85**	**4**	**88**	**57**	**0**	**80.17**
Total Enrolment		**117**	**461**	**1043**	**221**	**719.02**	**101**	**495**	**981**	**93**	**730.77**

Refer to the glossary on page 67 for definitions of Student FT, PT, Casual and Full Load Equivalent (FLE)

College Wide Enrolment Comparison



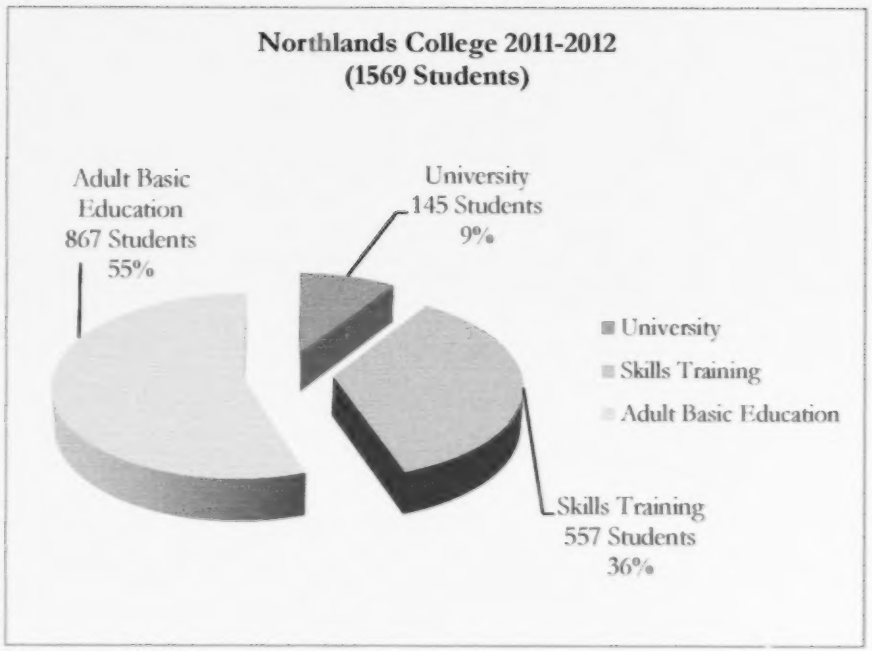


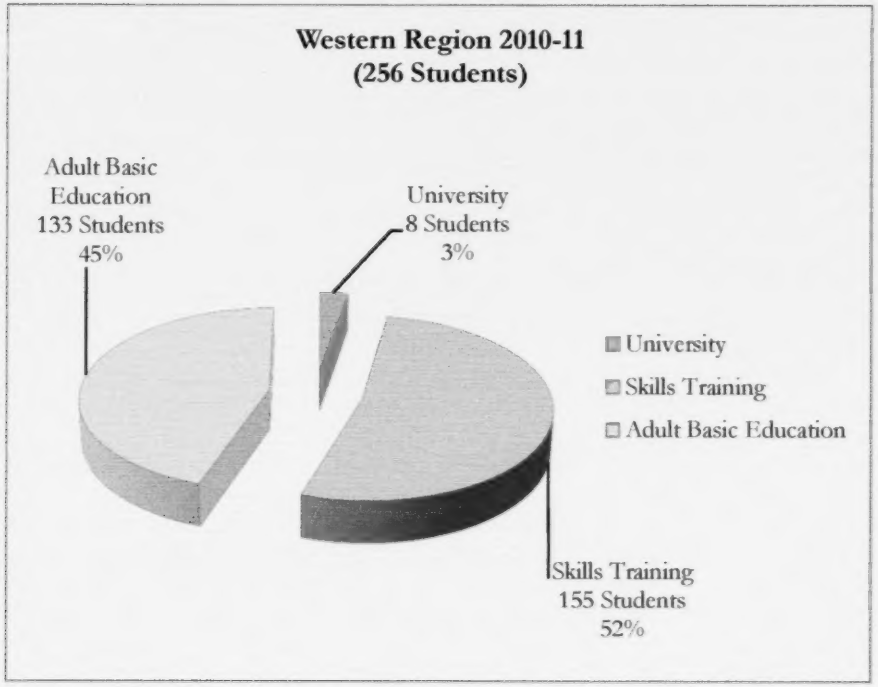
Table 4A

Enrolment by Program Groups for the Western Region

	Western Region	2010-2011 Student Enrolment					2011-2012 Student Enrolment				
		Programs	FT	PT	Casual	FLEs	Programs	FT	PT	Casual	FLEs
Skills Training	Institute Credit										
	SIAST	8	54	0	0	63.20	7	41	27	0	40.97
	Other	0	0	0	0	0.00	1	10	1	0	8.15
	Apprenticeship and Trade	0	0	0	0	0.00	0	0	0	0	0.00
	Total Institute Credit	**8**	**54**	**0**	**0**	**63.20**	**8**	**51**	**28**	**0**	**49.12**
	Total Industry Credit	**5**	**0**	**45**	**16**	**4.77**	**5**	**0**	**61**	**0**	**8.23**
	Total Non-Credit	**0**	**0**	**0**	**0**	**0.00**	**1**	**0**	**8**	**0**	**0.44**
	Total Skills Training	**13**	**54**	**45**	**16**	**67.97**	**14**	**51**	**97**	**0**	**57.79**
Adult Basic Education	Adult Basic Education Credit										
	Academic GED	2	5	24	0	7.34	1	8	5	0	5.88
	Level 3 (Adult 10)	1	11	3	0	12.64	2	20	6	0	22.22
	Level 4 (Adult 12)	2	20	7	0	29.27	2	15	5	0	21.32
	Total Adult Basic Education Credit	**5**	**36**	**34**	**0**	**49.25**	**5**	**43**	**16**	**0**	**49.42**
	Adult Basic Education Non-Credit										
	Employability/Life Skills	2	19	5	0	12.99	4	41	10	0	27.78
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	3	2	24	0	4.80	1	0	2	0	0.00
	Literacy	1	13	0	0	15.10	2	13	10	0	15.21
	Total Adult Basic Education Non-Credit	**6**	**34**	**29**	**0**	**32.89**	**7**	**54**	**22**	**0**	**42.99**
	Total Adult Basic Education	**11**	**70**	**63**	**0**	**82.14**	**12**	**97**	**38**	**0**	**92.41**
	Total University	**1**	**4**	**4**	**0**	**3.90**	**1**	**31**	**14**	**0**	**27.37**
Total Enrolment		**25**	**128**	**112**	**16**	**154.01**	**27**	**179**	**149**	**0**	**177.57**

Refer to the glossary on page 67 for definitions of Student FT, PT, Casual and Full Load Equivalent (FLE)

Western Region Enrolment Comparison



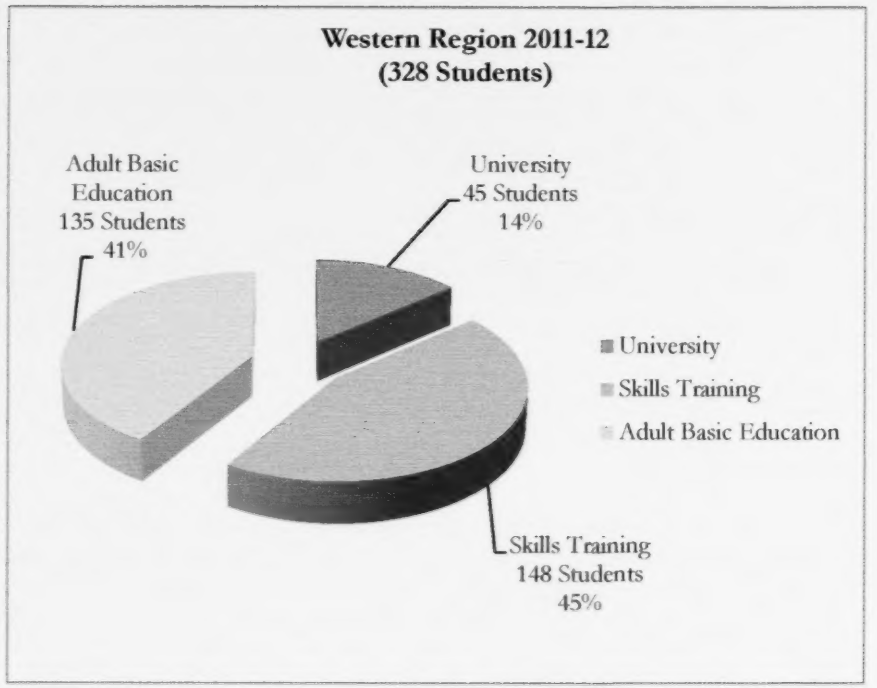
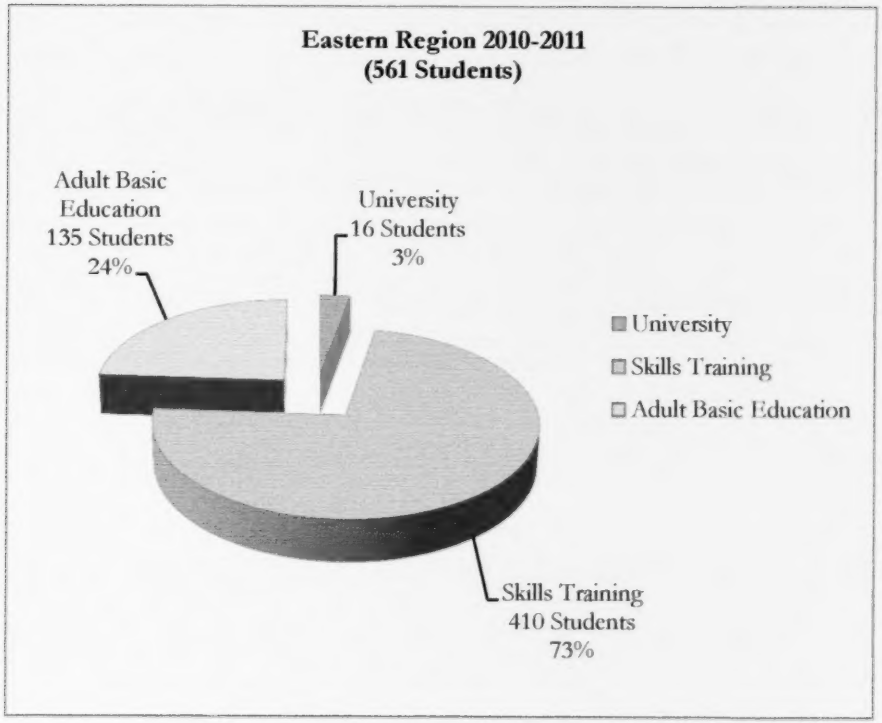


Table 4B
Enrolment by Program Group for the Eastern Region

	Eastern Region	2010-2011 Student Enrolment					2011-2012 Student Enrolment				
		Programs	FT	PT	Casual	FLEs	Programs	FT	PT	Casual	FLEs
Skills Training	Institute Credit										
	SIAST	5	16	21	0	22.44	5	31	4	0	25.18
	Other	1	13	0	0	20.27	1	0	9	0	2.92
	Apprenticeship and Trade	0	0	0	0	0.00	0	0	0	0	0.00
	Total Institute Credit	6	29	21	0	42.71	6	31	13	0	28.10
	Total Industry Credit	8	0	107	40	11.97	4	0	45	45	7.90
	Total Non-Credit	13	0	88	125	22.11	2	0	8	1	3.09
	Total Skills Training	**27**	**29**	**216**	**165**	**76.79**	**12**	**31**	**66**	**46**	**39.09**
Adult Basic Education	Adult Basic Education Credit										
	Academic GED	0	0	0	0	0.00	0	0	0	0	0.006
	Level 3 (Adult 10)	1	16	1	0	18.66	2	22	5	0	32.58
	Level 4 (Adult 12)	3	35	19	0	40.55	3	18	20	0	21.95
	Total Adult Basic Education Credit	4	51	20	0	59.21	5	40	25	0	54.53
	Adult Basic Education Non-Credit										
	Employability/Life Skills	1	1	7	0	2.24	0	0	0	0	0.00
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	4	27	29	0	36.98	2	8	16	0	6.88
	Literacy	0	0	0	0	0.00	4	2	113	0	23.87
	Total Adult Basic Education Non-Credit	**5**	**28**	**36**	**0**	**39.22**	**6**	**10**	**129**	**0**	**30.75**
	Total Adult Basic Education	**9**	**79**	**56**	**0**	**98.43**	**11**	**50**	**154**	**0**	**85.28**
	Total University	**1**	**12**	**4**	**0**	**10.00**	**1**	**20**	**5**	**0**	**16.20**
	Total Enrolment	**37**	**120**	**276**	**165**	**185.22**	**24**	**101**	**225**	**46**	**140.57**

Refer to the glossary on page 67 for definitions of Student FT, PT, Casual and Full Load Equivalent (FLE)

Eastern Region Enrolment Comparison



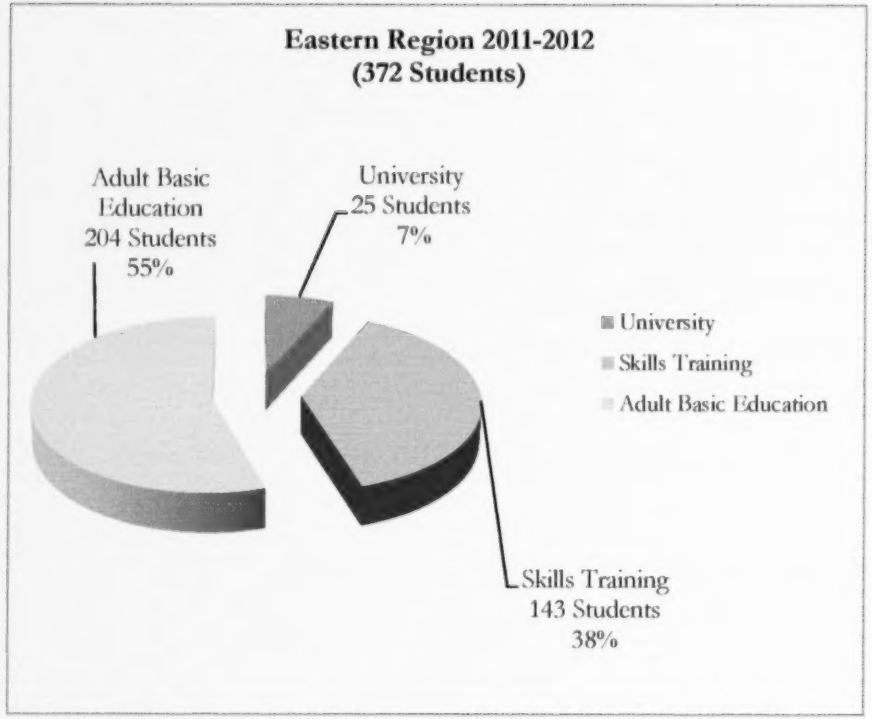
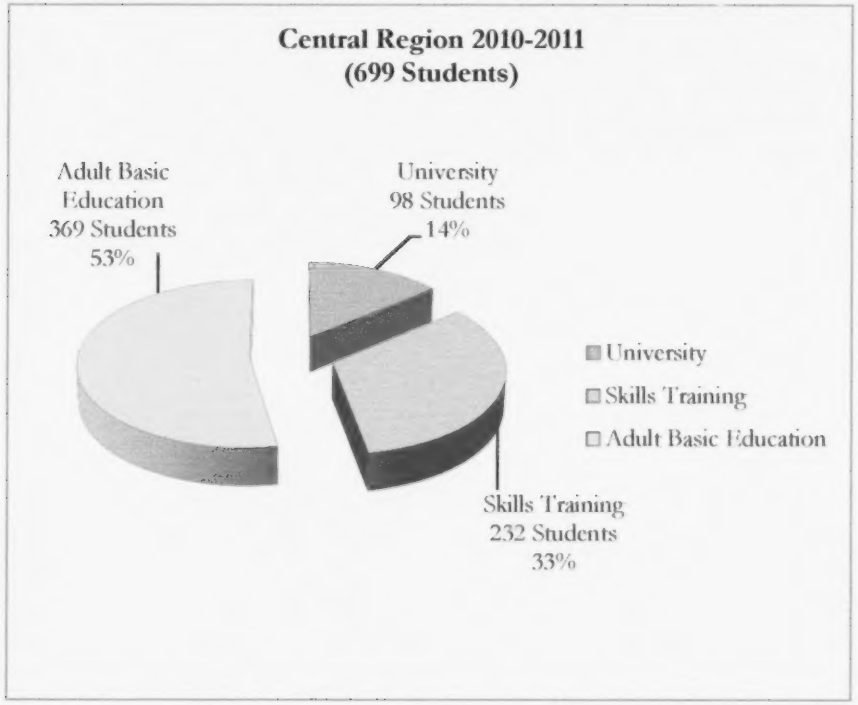


Table 4C
Enrolment by Program Groups for the Central Region

	Central Region	2010-2011 Student Enrolment					2011-2012 Student Enrolment				
		Programs	FT	PT	Casual	FLEs	Programs	FT	PT	Casual	FLEs
Skills Training	Institute Credit										
	SIAST	7	46	26	0	48.97	7	19	40	2	56.25
	Other	3	20	13	0	38.98	4	33	18	0	50.21
	Apprenticeship and Trade	1	0	9	0	2.49	1	0	12	0	3.42
	Total Institute Credit	**11**	**66**	**48**	**0**	**90.44**	**12**	**52**	**70**	**2**	**109.88**
	Total Industry Credit	**8**	**0**	**65**	**25**	**9.55**	**5**	**0**	**28**	**34**	**3.18**
	Total Non-Credit	**3**	**0**	**12**	**16**	**2.00**	**2**	**0**	**0**	**11**	**0.23**
	Total Skills Training	**22**	**66**	**125**	**41**	**101.99**	**19**	**52**	**98**	**47**	**113.29**
Adult Basic Education	Adult Basic Education Credit										
	Academic GED	1	0	17	0	3.76	1	0	18	0	8.27
	Level 3 (Adult 10)	2	22	5	0	24.28	1	14	4	0	16.51
	Level 4 (Adult 12)	3	37	99	0	88.01	3	28	77	0	69.62
	Total Adult Basic Education Credit	**6**	**59**	**121**	**0**	**116.05**	**5**	**42**	**99**	**0**	**94.40**
	Adult Basic Education Non-Credit										
	Employability/Life Skills	3	21	25	0	14.61	1	10	5	0	6.55
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	3	17	22	0	17.25	2	12	12	0	11.64
	Literacy	4	9	95	0	38.39	7	38	116	0	71.54
	Total Adult Basic Education Non-Credit	**10**	**47**	**142**	**0**	**70.25**	**10**	**60**	**113**	**0**	**89.73**
	Total Adult Basic Education	**16**	**106**	**263**	**0**	**186.30**	**15**	**102**	**232**	**0**	**184.13**
	Total University	**2**	**19**	**79**	**0**	**26.95**	**2**	**37**	**38**	**0**	**36.60**
	Total Enrolment	**40**	**191**	**467**	**41**	**315.24**	**36**	**191**	**368**	**47**	**334.02**

Refer to the glossary on page 67 for definitions of Student FT, PT, Casual and Full Load Equivalent (FLE)


Central Region 2010-2011
(699 Students)
Adult Basic Education
369 Students
53%
University
98 Students
14%
Skills Training
232 Students
33%
University
Skills Training
Adult Basic Education

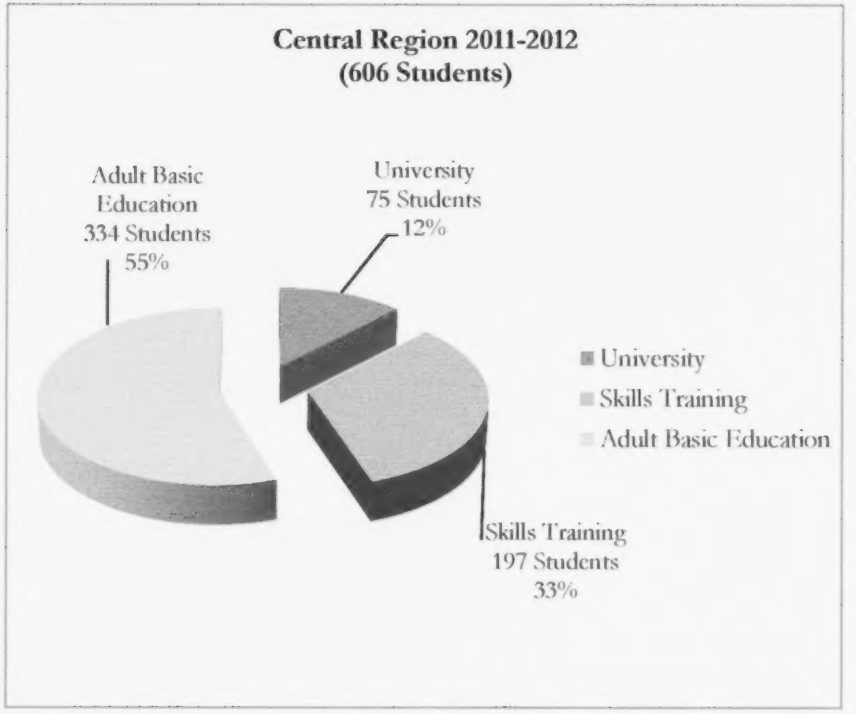
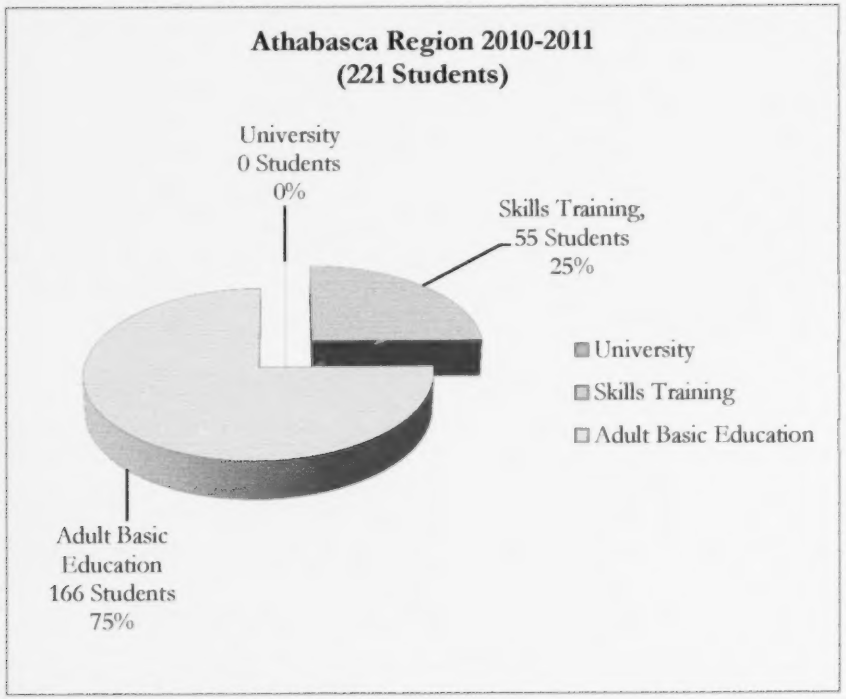

Central Region 2011-2012
(606 Students)
Adult Basic Education
334 Students
55%
University
75 Students
12%
Skills Training
197 Students
33%
University
Skills Training
Adult Basic Education

Table 4D
Enrolment by Program Groups for the Athabasca Region

	Athabasca Region	2010-2011 Student Enrolment					2011-2012 Student Enrolment				
		Programs	FT	PT	Casual	FLEs	Programs	FT	PT	Casual	FLEs
Skills Training	Institute Credit										
	SIAST	1	11	0	0	6.89	1	11	0	0	8.04
	Other	3	0	35	0	8.11	0	0	0	0	0.00
	Apprenticeship and Trade	0	0	0	0	0.00	0	0	0	0	0.00
	Total Institute Credit	**4**	**11**	**35**	**0**	**15.00**	**1**	**11**	**0**	**0**	**8.04**
	Total Industry Credit	**2**	**0**	**9**	**0**	**4.21**	**4**	**0**	**55**	**0**	**6.36**
	Total Non-Credit	**0**	**0**	**0**	**0**	**0.00**	**1**	**0**	**4**	**0**	**1.03**
	Total Skills Training	**6**	**11**	**44**	**0**	**19.21**	**6**	**11**	**59**	**0**	**15.43**
Adult Basic Education	Adult Basic Education Credit										
	Academic GED	1	0	18	0	1.17	0	0	0	0	0.00
	Level 3 (Adult 10)	1	11	5	0	12.91	1	6	12	0	9.56
	Level 4 (Adult 12)	0	0	0	0	0.00	0	0	0	0	0.00
	Total Adult Basic Education Credit	**2**	**11**	**23**	**0**	**14.08**	**1**	**6**	**12**	**0**	**9.56**
	Adult Basic Education Non-Credit										
	Employability/Life Skills	0	0	0	0	0.00	0	0	0	0	0.00
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	1	0	6	0	0.02	3	7	21	0	8.38
	Literacy	6	0	126	0	31.24	4	0	155	0	45.24
	Total Adult Basic Education Non-Credit	**7**	**0**	**132**	**0**	**31.26**	**7**	**7**	**176**	**0**	**53.62**
	Total Adult Basic Education	**9**	**11**	**155**	**0**	**45.34**	**8**	**13**	**188**	**0**	**63.18**
	Total University	**0**	**0**	**0**	**0**	**0.00**	**0**	**0**	**0**	**0**	**0.00**
Total Enrolment		**15**	**22**	**199**	**0**	**64.55**	**14**	**24**	**247**	**0**	**78.61**

Refer to the glossary on page 67 for definitions of Student FT, PT, Casual and Full Load Equivalent (FLE)

Athabasca Region Enrolment Comparison



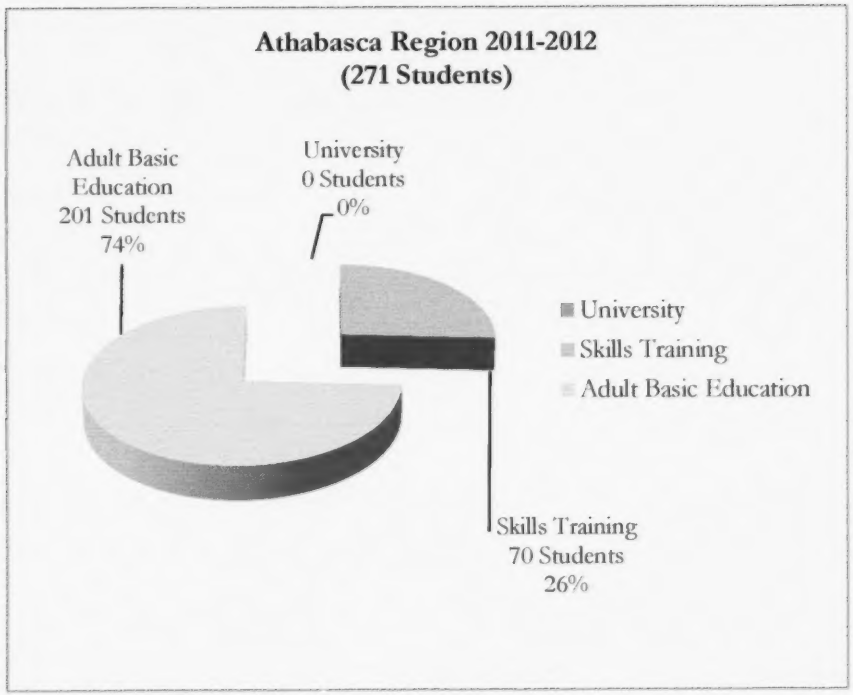


Table 5
Equity Participation Enrolments by Program Groups for Northlands College

Program Groups	Actuals 2010 – 2011												Actuals 2011 – 2012											
	Aboriginal			Visible Minority			Disability			Total Enrolment			Aboriginal			Visible Minority			Disability			Total Enrolment		
	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training																								
Institute Credit																								
SIAST	116	40	0	1	1	0	3	0	0	127	47	0	93	60	2	1	1	0	0	0	0	102	71	2
Other	33	45	0	0	0	0	0	0	0	33	48	0	38	18	0	1	1	0	0	0	0	43	28	0
Apprenticeship & Trade	0	8	0	0	0	0	0	0	0	0	9	0	0	12	0	0	0	0	0	0	0	0	12	0
Total Institute Credit	**149**	**93**	**0**	**1**	**1**	**0**	**3**	**0**	**0**	**160**	**104**	**0**	**131**	**90**	**2**	**2**	**2**	**0**	**0**	**0**	**0**	**145**	**111**	**2**
Total Industry Credit	**0**	**218**	**71**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**226**	**80**	**0**	**188**	**56**	**0**	**0**	**2**	**0**	**1**	**1**	**0**	**188**	**79**
Total Non-Credit	**0**	**97**	**141**	**0**	**1**	**0**	**0**	**1**	**0**	**0**	**100**	**141**	**0**	**20**	**7**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**20**	**12**
Total Skills Training	**149**	**408**	**212**	**1**	**2**	**0**	**3**	**1**	**0**	**160**	**430**	**221**	**131**	**298**	**65**	**2**	**2**	**2**	**0**	**1**	**1**	**145**	**319**	**93**
Adult Basic Education																								
Adult Basic Education Credit																								
Academic GED	4	57	0	0	0	0	0	1	0	5	49	0	8	21	0	0	0	0	0	1	0	8	23	0
Level 3 (Adult 10)	59	14	0	1	0	0	1	0	0	60	14	0	61	27	0	0	0	0	0	0	0	62	27	0
Level 4 (Adult 12)	85	103	0	2	1	0	1	0	0	92	114	0	57	90	0	0	0	0	0	1	0	61	98	0
Total Adult Basic Education Credit	**148**	**174**	**0**	**3**	**1**	**0**	**2**	**1**	**0**	**157**	**187**	**0**	**126**	**138**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**131**	**148**	**0**
Adult Basic Education Non-Credit																								
Employability/Life Skills	41	37	0	0	0	0	0	1	0	41	37	0	51	14	0	0	0	0	0	0	0	51	15	0
English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
General Academic Studies	46	75	0	0	0	0	0	2	0	46	81	0	27	41	0	0	0	0	0	0	0	27	49	0
Literacy	21	167	0	1	3	0	0	2	0	22	221	0	53	324	0	1	6	0	1	0	0	53	393	0
Total Adult Basic Education Non-Credit	**108**	**279**	**0**	**1**	**3**	**0**	**0**	**5**	**0**	**109**	**339**	**0**	**131**	**379**	**0**	**1**	**6**	**0**	**1**	**0**	**0**	**131**	**457**	**0**
Total Adult Basic Education	**256**	**453**	**0**	**4**	**4**	**0**	**2**	**6**	**0**	**266**	**526**	**0**	**257**	**517**	**0**	**1**	**6**	**0**	**1**	**2**	**0**	**262**	**605**	**0**
Total University	**28**	**59**	**0**	**0**	**2**	**0**	**0**	**1**	**0**	**35**	**87**	**0**	**80**	**48**	**0**	**0**	**0**	**0**	**3**	**2**	**0**	**88**	**57**	**0**
Total Enrolment	**433**	**920**	**212**	**5**	**8**	**0**	**5**	**8**	**0**	**461**	**1043**	**221**	**468**	**863**	**65**	**3**	**8**	**2**	**4**	**5**	**1**	**495**	**981**	**93**

Refer to glossary on page 67 for definitions of Student Full-Time (FT), Student Part-Time (PT) and Student Casual (Cas)

Table 6
Student Success by Program Groups for Northlands College

Program Groups	Actuals 2010 – 2011												Actuals 2011 – 2012											
	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training																								
Institute Credit																								
SIAST	15	16	0	72	21	0	30	26	0	10	1	0	19	30	2	53	32	0	28	27	0	4	15	0
Other	3	19	0	27	18	0	13	12	0	7	25	0	11	0	0	25	23	0	6	9	0	18	1	0
Apprenticeship & Trade	0	2	0	0	6	0	0	7	0	0	0	0	0	3	0	0	6	0	0	8	0	0	0	0
Total Institute Credit	**18**	**37**	**0**	**99**	**45**	**0**	**43**	**45**	**0**	**17**	**26**	**0**	**30**	**33**	**2**	**78**	**61**	**0**	**34**	**44**	**0**	**22**	**16**	**0**
Total Industry Credit	**0**	**67**	**0**	**0**	**137**	**78**	**0**	**39**	**42**	**0**	**32**	**7**	**0**	**31**	**2**	**0**	**140**	**76**	**0**	**31**	**38**	**0**	**12**	**7**
Total Non-Credit	**0**	**82**	**141**	**0**	**0**	**0**	**0**	**20**	**9**	**0**	**13**	**0**	**0**	**15**	**12**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**3**	**0**
Total Skills Training	**18**	**186**	**141**	**99**	**182**	**78**	**43**	**104**	**51**	**17**	**71**	**7**	**30**	**79**	**16**	**78**	**201**	**76**	**34**	**76**	**38**	**22**	**31**	**7**
Adult Basic Education																								
Adult Basic Education Credit																								
Academic GED	5	38	0	0	0	0	2	4	0	0	5	0	7	14	0	1	0	0	1	3	0	1	2	0
Level 3 (Adult 10)	11	0	0	29	0	0	12	0	0	11	0	0	10	3	0	33	0	0	1	0	0	32	3	0
Level 4 (Adult 12)	31	48	0	44	7	0	7	5	0	31	19	0	18	46	0	16	2	0	4	5	0	16	19	0
Total Adult Basic Education Credit	**47**	**86**	**0**	**73**	**7**	**0**	**21**	**9**	**0**	**42**	**24**	**0**	**35**	**63**	**0**	**50**	**2**	**0**	**6**	**8**	**0**	**49**	**24**	**0**
Adult Basic Education Non-Credit																								
Employability/Life Skills	39	3	0	0	0	0	3	0	0	7	0	0	44	0	0	0	0	0	5	0	0	7	0	0
English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
General Academic Studies	35	40	0	0	0	0	3	13	0	19	5	0	17	35	0	0	0	0	0	12	0	11	6	0
Literacy	19	174	0	0	0	0	0	0	0	0	0	0	35	212	0	0	0	0	0	0	0	0	0	0
Total Adult Basic Education Non-Credit	**93**	**217**	**0**	**0**	**0**	**0**	**6**	**13**	**0**	**26**	**5**	**0**	**96**	**247**	**0**	**0**	**0**	**0**	**5**	**12**	**0**	**18**	**6**	**0**
Total Adult Basic Education	**140**	**303**	**0**	**73**	**7**	**0**	**27**	**22**	**0**	**68**	**29**	**0**	**131**	**310**	**0**	**50**	**2**	**0**	**11**	**20**	**0**	**67**	**30**	**0**
Total University	**33**	**61**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**84**	**35**	**0**	**0**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total Enrolment	**191**	**550**	**141**	**172**	**191**	**78**	**70**	**126**	**51**	**85**	**100**	**7**	**245**	**424**	**16**	**128**	**206**	**76**	**45**	**96**	**38**	**89**	**61**	**7**

Refer to glossary on page 67 for definitions of Student Full-Time (FT), Student Part-Time (PT) and Student Casual (Cas)

Table 7
Equity Participation Completers and Graduates by Program Groups for Northlands College

Program Groups	Actuals 2010-2011									Actuals 2011-2012								
	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
Skills Training																		
Institute Credit																		
SIAST	156	23	84	2	1	1	3	0	2	155	40	78	2	1	1	0	0	0
Other	78	20	45	0	0	0	0	0	0	56	11	34	2	0	2	0	0	0
Apprenticeship and Trade	8	2	5	0	0	0	0	0	0	12	3	6	0	0	0	0	0	0
Total Institute Credit	**242**	**45**	**134**	**2**	**1**	**1**	**3**	**0**	**2**	**223**	**54**	**118**	**4**	**1**	**3**	**0**	**0**	**0**
Total Industry Credit	**289**	**67**	**198**	**0**	**0**	**0**	**0**	**0**	**0**	**244**	**33**	**193**	**2**	**0**	**2**	**2**	**0**	**2**
Total Skills Training Non-Credit	**238**	**220**	**0**	**1**	**1**	**0**	**1**	**1**	**0**	**27**	**22**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total Skills Training	**769**	**332**	**332**	**3**	**2**	**1**	**4**	**1**	**2**	**494**	**109**	**311**	**6**	**1**	**5**	**2**	**0**	**2**
Adult Basic Education																		
Adult Basic Education Credit																		
Academic GED	61	41	0	0	0	0	1	1	0	29	20	1	0	0	0	1	1	0
Level 3 (Adult 10)	73	11	29	1	0	0	1	1	0	88	13	32	0	0	0	0	0	0
Level 4 (Adult 12)	188	71	46	3	0	2	1	0	1	147	58	15	0	0	0	1	1	0
Total Adult Basic Education Credit	**322**	**123**	**75**	**4**	**0**	**2**	**3**	**2**	**1**	**264**	**91**	**48**	**0**	**0**	**0**	**2**	**2**	**0**
Adult Basic Education Non-Credit																		
Employability/Life Skills	78	42	0	0	0	0	1	0	0	65	44	0	0	0	0	0	0	0
English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
General Academic Studies	121	70	0	0	0	0	2	1	0	68	45	0	0	0	0	0	0	0
Literacy	188	144	0	4	4	0	2	1	0	377	189	0	7	5	0	1	1	0
Total Adult Basic Education Non Credit	**387**	**256**	**0**	**1**	**1**	**0**	**5**	**2**	**0**	**510**	**278**	**0**	**7**	**5**	**0**	**1**	**1**	**0**
Total Adult Basic Education	**709**	**379**	**75**	**8**	**4**	**2**	**8**	**4**	**1**	**774**	**369**	**48**	**7**	**5**	**0**	**3**	**3**	**0**
Total University	**87**	**63**	**1**	**2**	**2**	**0**	**1**	**1**	**0**	**128**	**105**	**1**	**0**	**0**	**0**	**5**	**5**	**0**
Total Enrolment	**1565**	**774**	**408**	**13**	**8**	**3**	**13**	**6**	**3**	**1396**	**583**	**360**	**13**	**6**	**5**	**10**	**8**	**2**

Table 8
Workbased Training for Northlands College

Program Year	Distinct Employers	Contracts	Distinct Trainees	Number of Trainees				Department Funding (paid $)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did not Complete	
2011-2012	0	0	0	0	0	0	0	$0
2010-2011	0	0	0	0	0	0	0	$0
2009-2010	0	0	0	0	0	0	0	$0
2008-2009	0	0	0	0	0	0	0	$0
2007-2008	1	1	1	0	1	0	0	$5000

Notes: Program year is based on contract start date between July 1st and June 30th of a given year

Results include both Workbased Training for the Unemployed (WTU) and Workbased Training for the Employed (WTE) contracts.

Ministry funding includes dollars paid to employer and then reimbursed by the Ministry of Advanced Education, excluding any administration fees.

All counts of trainees are based upon unique individuals.

Human Resources

In 2011-2012 there were 9.31 FTE out of scope staff and 110.97 FTE in scope staff.

We implemented our new Human Resources Management System in 2011-12. The system allows for online timesheet entry and approval, and is integrated with our payroll system. This has streamlined our process for the outlying areas. We will be working to further tailor the system to our specific needs in the next year.

Employment Equity Program

The Human Resources Department of Northlands College oversees the College's Employment Equity Plan, which is approved by the Saskatchewan Human Rights Commission, and helps to realize the application of internal policies to ensure equitable hiring practices and a healthy working and learning environment.

The Northlands College Employment Equity Program was implemented in 1995 with the primary objective of a representative workforce at the college. The program includes the following three primary goals designed to achieve the broader objective of a representative workforce.

- Maximize recruitment of individuals of Aboriginal Ancestry
- Attain a 50% workforce demographic represented by the northern population in all classifications within an 8-10 year period
- Attain a workforce that is 100% reflective of the northern demographics.

At the time of inception of the program in 1995, 28% of the college workforce consisted of staff of Aboriginal ancestry. The following tables provide an overview of recent activity and illustrate the degree of progress towards the preceding goals.

Table 9
Comparison of 2011-2012 Annual Staff Equity Statistics to 2009-2010 and 2010-2011.

	Total Staff	Aboriginal Ancestry		Disabled Persons		Women		Visible Minority	
		Staff	%	Staff	%	Staff	%	Staff	%
2011-2012	177	89	50%	7	4%	107	60%	1	0.5%
2010-2011	176	88	50%	7	4%	112	64%	3	2%
2009-2010	185	90	49%	8	4%	106	57%	4	2%

Table 10
2011-2012 New Hires by Equity Group

	Aboriginal Ancestry		Non-Aboriginal		Visible Minority		Disabled Persons	
	Staff	%	Staff	%	Staff	%	Staff	%
Male	9	27%	9	27%	0	0%	0	0%
Female	10	30%	5	15%	0	0%	0	0%
Total	19	58%	14	42%	0	0%	0	0%

College Staff

Administration

Kelvin (Toby) Greschner	**President and Chief Executive Officer (effective May 1, 2012)**
Bill McLaughlin	**Chief Executive Officer (retired April 30, 2012)**
Ken Brown	**Facilities Manager**
Kristen Bunz	**Human Resources Manager**
Denise D'Amour	**Director of Program Management**
Erin Gordon	**Executive Assistant**
Cheryl Jeffries	**Human Resources Administrative Associate**
Gail Walker	**Director of Finance and Administration (retired March 31, 2012)**
Shelley Young	**Director of Finance and Administration (effective April 1, 2012)**
Charlene Bosiak	Literacy Coordinator
Donna Carlson	Administrative Assistant
Beverly Charles	Accounts Payable Clerk
Beverly Charles	Accounting Clerk
Charlene Charles	Payroll Clerk
Daniel Fingarsen	IT Coordinator
Kelly Hanson	Instructor, Workplace Essential Skills
Sylvia Harris	Northern Apprenticeship Coordinator
Brett Haugan	Northern Apprenticeship Job Coach
Kelly Haydukewich	Instructor, Online High School
Emily Hennie	Program Assistant
Elizabeth Hill	Instructor, Online GED
Joanne Hoeft	Registrar
Cheryl Jeffries	Human Resources Assistant
Rita Lowenburg	Instructor, TEL for Literacy
Cory McCallum	IT Assistant
Angie McKenzie	General Accounting Clerk
Angie McKenzie	Accounting Clerk
Glenys Plunz	University Coordinator
Rose Richardson	Learning Strategist
Lloyd Robertson	Educational Consultant
Rick Robillard	Tutor, Essential Skills
Emily Ross	Accounts Receivable Clerk
Vanessa Roy	Administrative Receptionist
Tricia Russell	IT Assistant
Emily Sanderson	Program Management Clerk
Luanne Sanderson	Accounting Clerk
Luanne Sanderson	Accounts Payable Clerk
Sophie Tingley	Accounting Clerk/Payroll Clerk
Tiffany Toutsaint	Tutor
Jim Williams	Enterprise Coordinator
Shelley Young	Accountant

Linda Cowan	**Regional Director**
Paul Ballentyne	Senior Program Coordinator
Priscilla Bear	Tutor, Distance Education
Brandi Bell	Tutor, Distance Education
Lena Bell	Program Assistant
Waldo Berg	Instructor, Level 3 (Adult 10)
Lindsay Blair	Tutor, Distance Education
Patrick Blais	Instructor/Program Coordinator, LPN Distance
Damian Boyle	Instructor, Workplace Education
Elizabeth Charles	Program Assistant
Cherise Chrispen	Instructor, Office Education
Geoff Cowan	Instructor, Level 4 (Adult 12)
Linda Crawford	Counselor
Fred Danchuk	Instructor, Level 1 Carpentry
Shirley Disain	Instructor, First Nations Childcare
Peggy Dyck	Instructor, Level 4 (Adult 12)
Sky Georges	Building Attendant
Karla Hardcastle	University Academic Coordinator
Jennifer Hendry	Instructor, Technical Programs
Elizabeth Hill	Instructor, Workplace Education
Vince Karlewicz	Instructor, Technical Programs
Jason Kennedy	Senior Program Coordinator
Ellen Klassen	Instructor, Practical Nursing
Lazar Lafleur	Instructor, Technical Programs
John Lancaster	Instructor, Workplace Education
Bobbi-jo Maggrah	Student Advisor
Chandra McDougald	Instructor, Technical Programs
Jason McLeod	Instructor, Developmental Studies Phase 2
Rob McDougald	Instructor, Retail & Customer Service Training
Flora McKay	Student Advisor
Marilyn McDougall	Instructor, Developmental Studies Phase 2
Nancy McKenzie	Program Assistant
Lisa McLeod	Instructor, Level 4 (Adult 12)
David McManus	Instructor, Technical Programs
Giselle Mercredi	Tutor, Essential Skills
Nancy Mirasty	Tutor, Distance Education
Barb Morrow	University Academic Coordinator
Kory Morvik	Student Advisor
David Murray	Learning Strategist
Andrew Pantel	Instructor, Technical Programs
Nadia Persaud	Instructor, Level 3 (Adult 10)
Angela Plunz	Tutor, Distance Education
Glenys Plunz	University Coordinator
Carson Poitras	Senior Program Coordinator
Regina Poitras	Student Advisor
Guy Richards	Learning Strategist
Janelle Senga	Instructor, Office Education
Maggie Sewap	Program Centre Clerk 3
Diane Simpson	Instructor, Developmental Studies Phase 1
Diane Simpson	Instructor, Developmental Studies Phase 2
Naome Soleil	Instructor, Health Career Access
William Thomas	Senior Program Coordinator
Jocelyn Wolverine	Administrative Assistant

Ordean Goulet	**Regional Director**
Keith Aimoe	Instructor, Electrical Certificate
Maxine Armstrong	Instructor, Level 4 (Adult 12)
Lulua Beatty	Instructor/Facilitator, Learning Centre
Alan Bishoff	Instructor, Level 4 (Adult 12)
Lorene Bonnett	Senior Program Coordinator
Shannon Cody	Instructor, Bridging to Adult 10/12
Shannon Cody	Learning Strategist
Terri-Lynn Conley	Instructor, Level 4 (Adult 12)
Mary-Jane Davidson	Instructor, Pre-Developmental Studies A
Georgette Deans	Janitor
Cheryl Eastman	Program Centre Clerk 4
Kelli Eyres	IT Assistant
Joanne Fiddler	Learning Strategist
Scott Fiddler	Residence Custodian
Beatrice Fremont	Senior Program Coordinator
Marnie Gabriel	Instructor, Level 3 (Adult 10)
Patty Grant-Bloxom	Student Advisor
Iron, Dwayne	Instructor, Short Order Cook
Marilyn Iwasyk	Tutor, Distance Education
Jan Lentowicz	Senior Program Coordinator
June Markham	Residence Custodian
Patrick McKenzie	Instructor, Level 3 (Adult 10)
Paul Mirasty	Instructor, Pre-Trades Carpentry
Marlene Montgrand	Counselor
Penelope Morisette	Program Centre Clerk 3
Matthew Murphy	Instructor, Welding
Dawn Nowlin	Instructor, Continuing Care
Fern Playford	Program Assistant
Gabriel Sayese	Instructor, Pre-Developmental Studies B
Carleen Spencer	Instructor/Facilitator, Learning Centre
Darlene Watson	Student Advisor

Western Region

Joe Daigneault	**Regional Director**
Denise Bartley	Program Assistant
Priscilla Bear	Tutor, Distance Education
Mike Blackmon	Instructor, Level 3 (Adult 10)
Jeffrey Brandt	Instructor, Cooking
Donna Clarke	Kitchen Supervisor
Bogumil Czechowicz	Instructor, Level 4 (Adult 12)
Fred Danchuk	Instructor, Carpentry
Rose Desjarlais	Housekeeper
Bob Dodds	Instructor, Industrial Mechanics
Leighton Dunn	Student Advisor
Glenn Gabrielson	Senior Program Coordinator
Georgina Glasser	Cook
Allan Guan	Instructor, Entrepreneurship and Small Business
Cameron Jacobson	Instructor, Academic Prep for the Trades
Melissa Laliberte	Tutor, Distance Education
Nikki Lavoie	Senior Program Coordinator
Nikki Lavoie	Student Advisor
Shelley MacDonald	Security Guard
Howard McCallum	Security Guard
Rita McCallum	Instructor, Life Skills Job Readiness
Bill McPherson	Instructor, Electrical Applied Certificate
Wynn McNeil	Instructor, Women in Industrial Trades
Edwin Morin	IT Assistant
Janelle Pedersen	Program Centre Clerk 4
Valerie Pedersen	Security Guard
Germaine Pederson	Cook
Louise Pederson	Counselor
Darlene Petit	Program Centre Clerk 4
Rose Richardson	Instructor, GED Preparation
Rose Richardson	Learning Strategist
Doreen Roy	Student Advisor
Diane Smith	Instructor, Level 3 (Adult 10)
Robert Thompson	Senior Program Coordinator
Chris Turner	Instructor, Pre-Developmental Studies B
Ray Walter	Instructor, Life Skills Job Readiness
Grant Wood	Instructor, Level 3 (Adult 10)
Janice Wood	Instructor/Facilitator, Learning Centre

Comparison of Stated Financial Objectives and Performance

The College anticipated a deficit in its 2011-2012 fiscal year in the amount of $375,000. The intent of the planned deficit was to offer a Health Careers Access Program in Stony Rapids. Unfortunately, the College was unable to recruit an instructor for this remote location and the program did not occur. The actual activity for the College resulted in a surplus in the amount of $223,279. The surplus is primarily derived from the general administration for the College. Staff recruitment proved difficult leaving some vacant positions for an extended period of time.

The largest variance to programs was a reduction to Skill Credit and Non-Credit programs. Northlands College relies heavily on its partnerships to collaboratively fund a variety of skills programs. One of the College's major partners did not provide the anticipated $500,000 in skill-type programs in 2011-2012. It is expected that this partner will resume funding programs in the 2012/13 fiscal year.

The Board of Directors sets direction and monitors the performance of the College. Board and management are provided with monthly and trimester reports presenting any changes throughout the year. Meetings are held throughout the year to respond to changes as they occur.

	Original Budget	Actual	Difference
(Deficiency) of Revenues over Expenses	($375,000)	$223,279	$598,279
Operating Fund Revenue:	**$18,025,599**	**$18,218,133**	**$192,534**
General	7,966,647	8,234,316	267,669
Skills Credit	5,027,989	4,635,354	(392,635)
Skills Non-Credit	500,446	144,255	(356,191)
Basic Education Credit	1,953,422	2,086,027	132,605
Basic Education Non-Credit	1,487,868	1,707,793	219,925
University	672,000	892,492	220,492
Learner Support	417,227	517,896	100,669
Counseling Services	-	-	-
Operating Fund Expenses	**$18,400,599**	**$17,994,854**	**($405,745)**
General	5,719,491	5,631,575	(87,916)
Skills Credit	5,027,989	4,647,372	(380,617)
Skills Non-Credit	500,446	120,060	(380,386)
Basic Education Credit	2,328,422	2,077,826	(250,596)
Basic Education Non-Credit	1,487,868	1,717,607	229,739
University	869,360	1,279,904	410,544
Learner Support	1,500,850	1,600,369	99,519
Counseling Services	966,173	920,141	(46,032)

Use of Reserve Funds in College Operations

The College maintains five reserves:

1. **Capital Equipment Purchase Reserve** is for furniture and equipment defined as capital under the Regional Colleges' Capital Asset Policy. The balance in this reserve at June 30, 2012 is $50,485. There were no purchases made from this reserve in 2011/12; however, $8330.94 was allocated for the replacement of aged furniture, but not spent.

2. **Building Capital Reserve** exists for the potential purchase of buildings. There is currently $300,000 in this reserve. The La Ronge student residence is in the process of being sold resulting in an uncertain future at the time for renewal of the lease in July 2014. This fund is the College's contingency plan should the College be forced into a position of financing its own student residence.

3. **Building/Equipment Maintenance Reserve** is for building/equipment maintenance beyond the operational repair and maintenance budgets. The College owns five major buildings: Air Ronge Administration, Air Ronge Shops, Buffalo Narrows Student Residence, Creighton Program Centre and the La Ronge Program Centre. These buildings collectively have a book value of $1.7M demonstrating their collective age and the need for this reserve to maintain facilities.

   This reserve has a balance of $595,027 at June 30, 2012. During the year many projects, allocated for by the Board in previous years, were completed with a total cost of $32,919 expended on:
   - the creation of a classroom in the Air Ronge Shops building,
   - natural gas conversion for the Air Ronge Administrative Building and Air Ronge Shops Building,
   - insulating the perimeter of the foundation for the Creighton Program Centre,
   - and the completion of ventilation and renovations to the welding shop in the Creighton Program Centre.

4. **Information Technology Reserve** is for the purchase of computer equipment as defined under the Regional Colleges' Capital Asset Policy. This reserve is designed for the cyclical replacement of capital computer equipment (student computer labs, administration network peripherals and computers). This year the Board approved an allocation of $12,485 for a Board/CEO Technological upgrade and $30,000 for the completion of our Human Resources Management System. The balance in this reserve at June 30, 2012 is $321,951.

5. **Training and Education Reserve** provides funds for programming activity where other program funds are not available or where there is a great demand for a particular type of programming. The current balance in this reserve is $700,884. In 2011/12 total expenditures were $87,743. The programming areas this reserve funded, some of which was allocated for in previous years, were:
   - a donation in the amount of $5,000 to the Northern Administration Student's Association for their second annual conference. The conference is intended to bring Northern Saskatchewan high school students to Saskatoon and show them the opportunities that await them at the post-secondary level.
   - $50,000 for a Heavy Equipment Operator program in Beauval;
   - $9,715 for a Workplace Essential Skills Literacy Program at the Cigar Lake mine site;
   - And $23,028 for the cost of an additional IT Assistant needed in the Western Region.

The Board allocated $375,000 of this reserve (in 2010/11) to run a Health Careers Access Program in Stony Rapids, this was not spent.

Northlands College

Financial Statements

Year ended June 30, 2012

Independent Auditors' Report

To the Board of Directors of Northlands College:

We have audited the accompanying financial statements of Northlands College, which comprise the statement of financial position as at June 30, 2012, and the statements of operations, changes in net assets, cash flows and supporting schedules for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.

Opinion
In our opinion, the financial statements present fairly, in all material respects, the financial position of Northlands College as at June 30, 2012, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Other Matters
The financial statements as at and for the year ended June 30, 2011 were audited by other auditors, who expressed an opinion without reservation on these financial statements in their report dated September 15, 2011.

MNP LLP

September 20, 2012

Prince Albert, SK

Chartered Accountants

MNP

Northlands College
Statement of Financial Position
as at June 30, 2012

	2012			2011
	Operating Fund	Capital Fund	**Total**	Total
Assets				
Current Assets				
Cash	$ 5,861,152	$ -	**$ 5,861,152**	$ 5,842,701
Accounts receivable (note 4)	1,356,110	-	**1,356,110**	1,137,304
Prepaid expenses	128,613	-	**128,613**	62,428
Inventory for consumption	65,911	-	**65,911**	65,911
	7,411,786	-	**7,411,786**	7,108,344
Non-current Assets				
Capital assets (note 5)	-	3,124,264	**3,124,264**	3,537,222
	$ 7,411,786	$ 3,124,264	**$ 10,536,050**	$ 10,645,566
Liabilities				
Current Liabilities				
Accrued salaries and benefits	$ 902,542	$ -	**$ 902,542**	$ 914,915
Accounts payable and accrued liabilities (note 6)	2,078,924	-	**2,078,924**	1,417,463
Unearned revenue (note 7)	2,108,325	-	**2,108,325**	2,553,011
Current portion of long-term debt (note 8)	-	50,421	**50,421**	47,569
	5,089,791	50,421	**5,140,212**	4,932,958
Non-current Liabilities				
Long-term debt (note 8)	-	297,826	**297,826**	348,432
	5,089,791	348,247	**5,438,038**	5,281,390
Net Assets				
Invested in capital assets	-	2,776,017	**2,776,017**	3,141,221
Restricted (note 9)	1,968,320	-	**1,968,320**	1,845,176
Unrestricted	353,675	-	**353,675**	377,779
	2,321,995	2,776,017	**5,098,012**	5,364,176

On behalf of the Board:

Director

Director/CFO

Northlands College
Statement of Operations
as at June 30, 2012

Statement 2

	Operating Fund			Capital fund		Total	Total
	2012 Budget	2012	2011	2012	2011	**2012**	2011
	(Note 10)						
Revenues (Schedule 1)							
Provincial Government	$ 13,829,002	$ 13,438,274	$ 12,708,252	$ 87,849	$ 109,873	**$ 13,526,123**	$ 12,818,125
Federal Government	-	-	1,106	-	-	-	1,106
Other revenue	4,196,597	4,779,859	4,598,987	-	13	**4,779,859**	4,599,000
	18,025,599	18,218,133	17,308,345	87,849	109,886	**18,305,982**	17,418,231
Expenses (Schedule 2)							
Agency contracts	2,467,527	4,030,763	3,212,341	4,961	1,666	**4,035,724**	3,214,007
Amortization	495,774	-	-	518,149	667,197	**518,149**	667,197
Equipment	455,102	419,013	592,618	-	77	**419,013**	592,695
Facilities	1,514,631	1,420,163	1,477,860	53,645	130,549	**1,473,808**	1,608,409
Information technology	85,479	97,592	125,808	-	-	**97,592**	125,808
Operating (Schedule 3)	3,350,804	2,484,055	2,410,411	537	32	**2,484,592**	2,410,443
Personal services	10,527,056	9,543,268	9,204,980	-	-	**9,543,268**	9,204,980
	18,896,373	17,994,854	17,024,018	577,292	799,521	**18,572,146**	17,823,539
(Deficiency) Excess of Revenues over Expenses	$ (870,774)	$ 223,279	$ 284,327	$ (489,443)	$ (689,635)	**$ (266,164)**	$ (405,308)

Northlands College
Statement of Changes in Net Assets
as at June 30, 2012

	2012				2011
	Invested in capital assets	Restricted	Unrestricted	Total	Total
(Deficiency) excess of revenues over expenses	$ (489,443)	$	$ 223,279	$ (266,164)	$ (405,308)
Net assets, beginning of year	3,141,221	1,845,176	377,779	5,364,176	5,769,484
Interfund transfers:					
Invested in capital assets	124,239	(52,501)	(71,738)	-	
Externally imposed restrictions				-	
Internally imposed restrictions		175,645	(175,645)	-	
Net assets, end of year	$ 2,776,017	$ 1,968,320	$ 353,675	$ 5,098,012	$ 5,364,176

Restricted details: (Note 9)

	Beginning Balance	To Restricted	From Restricted	Ending Balance
Externally Restricted				
Capital Purchases (Ministry of Advanced Education, Employment and Immigration)		87,849	87,849	-

	Beginning Balance	To Restricted	From Restricted	Ending Balance
Internally Restricted				
Capital Equipment Purchase Reserve	50,458			50,458
Building Capital Reserve	475,000		175,000	300,000
Building/Equipment Maintenance Reserve	677,947	150,000	232,920	595,027
Information Technology Reserve	228,144	150,000	56,193	321,951
Training and Education Reserve	413,627	375,000	87,743	700,884
	$ 1,845,176	$ 675,000	$ 551,856	$ 1,968,320
Total restricted net assets, end of year	$ 1,845,176	$ 762,849	$ 639,705	$ 1,968,320

Northlands College
Statement of Cash Flows
as at June 30, 2012

	2012	2011
Cash flows from (used in) operating activities		
Deficiency of revenues over expenses	**$ (266,164)**	$ (405,308)
Amortization of capital assets	**518,149**	667,197
	251,985	261,889
Changes in non-cash working capital		
(Increase) decrease in accounts receivable	**(218,806)**	294,468
(Increase) decrease in prepaid expenses	**(66,185)**	3,046
(Decrease) increase in accrued salaries and benefits	**(12,373)**	132,058
Increase in accounts payable and accrued liabilities	**661,461**	625,488
(Decrease) increase in unearned revenue	**(444,686)**	242,657
Cash from operating activities	**171,396**	1,559,606
Cash flows (used in) investing activities		
Purchase of capital assets	**(105,191)**	(225,816)
Cash used in investing activities	**(105,191)**	(225,816)
Cash flows (used in) financing activities		
Repayment of long-term debt	**(47,754)**	(44,982)
Cash used in financing activities	**(47,754)**	(44,982)
Net increase in cash	**18,451**	1,288,808
Cash, beginning of year	**5,842,701**	4,553,893
Cash, end of year	**$ 5,861,152**	$ 5,842,701
Supplemental information		
Interest paid on long-term debt	**$ 21,047**	$ 23,634

Northlands College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2012

Schedule 1

	2012								2012	2012 Budget (Note 10)	2011
	General	Skills Training		Adult Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	**Total**	Total	Total
Provincial Government											
Advanced Education, Employment and Immigration											
Operating grant	$ 6,189,600	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 6,189,600**	$ 6,151,100	$ 5,917,192
Program payments	424,689	2,666,501	218	1,918,288	1,229,104	214,000	340,390	-	**6,793,190**	7,068,254	6,180,112
Other	417,864	-	-	-	-	-	-	-	**417,864**	479,538	487,532
	7,032,153	2,666,501	218	1,918,288	1,229,104	214,000	340,390	-	**13,400,654**	13,698,892	12,584,836
Other Provincial	37,620	-	-	-	-	-	-	-	**37,620**	130,110	123,416
	7,069,773	2,666,501	218	1,918,288	1,229,104	214,000	340,390	-	**13,438,274**	13,829,002	12,708,252
Federal Government											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Program payments	-	-	-	-	-	-	-	-	-	-	1,106
Other	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	1,106
Other Revenue											
Admin recovery	296,062	-	-	-	-	-	-	-	**296,062**	251,222	371,558
Contracts	112,210	1,249,864	143,450	162,170	477,839	183,790	56,972	-	**2,386,295**	2,495,478	2,609,554
Interest	72,842	-	-	-	-	-	-	-	**72,842**	84,320	63,683
Rents	42,905	750	-	4,180	850	-	119,088	-	**167,773**	25,000	130,344
Resale items	14,617	155,723	-	395	-	110,030	-	-	**280,765**	141,153	171,150
Tuitions	-	562,516	351	-	-	360,775	-	-	**923,642**	646,590	631,777
Other	625,907	-	236	994	-	23,897	1,446	-	**652,480**	552,834	620,921
	1,164,543	1,968,853	144,037	167,739	478,689	678,492	177,506	-	**4,779,859**	4,196,597	4,598,987
Total revenue	8,234,316	4,635,354	144,255	2,086,027	1,707,793	892,492	517,896	-	**18,218,133**	18,025,599	17,308,345
Total operating expenses (Schedule 2)	5,631,575	4,647,372	120,060	2,077,826	1,717,607	1,279,904	1,600,369	920,141	**17,994,854**	18,400,599	17,024,018
Excess (deficiency) of revenues over expenses	$ 2,602,741	$ (12,018)	$ 24,195	$ 8,201	$ (9,814)	$ (387,412)	$ (1,082,473)	$ (920,141)	**$ 223,279**	$ (375,000)	$ 284,327

Northlands College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2012

Schedule 2

	2012								2012	2011 Budget	2011
	General	Skills Training		Adult Basic Education		University	Services			(Note 10)	
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	**Total**	Total	Total
Agency contracts	$ 424,621	$ 2,048,740	$ 56,715	$ 302,804	$ 524,248	$ 432,313	$ 241,257	$ 65	**$ 4,030,763**	$ 2,467,527	$ 3,212,341
Equipment	152,196	140,871	4,950	44,240	22,686	12,361	16,191	25,518	**419,013**	455,102	592,618
Facilities	620,709	246,151	8,292	134,580	70,095	5,955	334,076	305	**1,420,163**	1,514,631	1,477,860
Information technology	67,246	1,286	-	-	28,951	-	109	-	**97,592**	85,479	125,808
Operating (Schedule 3)	952,913	700,428	31,846	219,200	192,410	194,087	107,750	85,421	**2,484,055**	3,350,804	2,410,411
Personal services	3,413,890	1,509,896	18,257	1,377,002	879,217	635,188	900,986	808,832	**9,543,268**	10,527,056	9,204,980
	$ 5,631,575	$ 4,647,372	$ 120,060	$ 2,077,826	$ 1,717,607	$ 1,279,904	$ 1,600,369	$ 920,141	**$ 17,994,854**	$ 18,400,599	$17,024,018
			$ 4,767,432		$ 3,795,433			$ 2,520,510			

Northlands College
Schedule of Operating Expenses
for the year ended June 30, 2012

Schedule 3

	2012	2012 (Note 10)	2011
	Total	Total	Total
Advertising	**$ 194,927**	$ 201,048	$ 210,151
Association fees and dues	**43,262**	53,613	40,470
Bad debts (recovery)	**(18,005)**	23,456	(11,927)
Financial services	**23,320**	27,142	25,408
In-Service	**84,462**	124,650	37,136
Insurance	**94,856**	85,110	97,743
Materials and supplies	**582,928**	914,769	665,662
Printing and copying	**78,256**	100,524	78,942
Professional services	**38,555**	30,827	24,730
Resale items	**278,863**	212,106	142,092
Subscriptions	**5,994**	7,707	13,610
Telephone and fax	**142,016**	121,634	109,111
Travel	**783,677**	1,249,850	813,511
Other	**150,944**	198,368	163,772
	$ 2,484,055	$ 3,350,804	$ 2,410,411

1. Purpose and Authority

Northlands College (the "College") offers educational services and programs under the authority of Section 14 of The Regional College Act. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Northlands College is exempt from the payment of income tax.

2. Future Accounting Policies

Not-for-Profit Organizations
In September 2010, the Public Sector Accounting Board approved an amendment to the introduction to the Public Sector Accounting Handbook. The Ministry of Advanced Education requires that financial statements for the year ended June 30, 2013 be reported according to Public Sector Accounting Standards. The College has not yet determined the impact of the adoption of Public Sector Accounting Standards on its financial statements.

3. Significant Accounting Policies

Pursuant to standards established by the Public Sector Accounting Board, the College is classified as a government not-for-profit organization. These financial statements have been prepared in accordance with Canadian generally accepted accounting principles applicable to not-for-profit entities and include the following significant policies:

a) Fund Accounting
The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified in funds in accordance with specified activities or objectives:

(i) Operating Fund
The operating fund accounts for the College's program delivery, services and administrative activities. The Board of Directors has set aside some of these operating funds for specific purposes as shown in internally restricted funds, and are not available for other purposes without the approval of the Board of Directors.

(ii) Capital Fund
The capital fund reflects the net book value of all capital assets of the College less long-term debt incurred to finance the purchase of capital assets. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor.

b) Revenue Recognition
The College follows the restricted fund method of accounting for contributions. Restricted contributions related to the general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

c) Capital Assets
Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under the asset threshold are expensed in the current year.
Capital assets are amortized on a straight line basis over their estimated useful lives as follows and amortization is reported as an expense in the capital fund:

Buildings	20 years
Furniture and Equipment	Three to Ten Years
Leasehold Improvements	Terms of Lease or Useful Life
Vehicles	Five Years
Other Assets	Ten Years

d) Cash
Cash is represented by cash on hand and balances with banks.

e) Inventory
Inventory is valued at the lower of the cost and net realizable value. Net realizable value is the estimated selling price in the ordinary course of business, less estimated costs of completion and selling costs.

f) Use of Estimates
These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amount of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

g) Financial Instruments
The college has elected to apply Section 3861, Financial Instruments – Disclosure and Presentation in place of Section 3862, Financial Instruments – Disclosures and Section 3863, Financial Instruments – Presentation.

Financial assets and financial liabilities are initially recognized at fair value and their subsequent measurement is dependent on their classification as described below.

Their classification depends on the purpose, for which the financial instruments were acquired or issued, their characteristics and the College's designation of such instruments. Settlement date accounting is being used.

(i) Classification

Cash	Held-for-trading
Accounts Receivable	Loans and Receivables
Accrued Salaries and Benefits	Other Liabilities
Accounts Payable and Accrued Liabilities	Other Liabilities

(ii) Held for Trading
Held for trading financial assets are financial assets typically acquired for resale prior to maturity or that are designated as held for trading. They are measured at fair value at the statement of financial position date. Fair value fluctuations including interest earned, interest accrued, gains and losses realized on disposal and unrealized gains and losses are included in income on the statement of operations.

(iii) Loans and Receivables
Loans and receivables are accounted for at amortized cost using the effective interest method.

(iv) Other Liabilities
Other liabilities are recorded at amortized cost using the effective interest method and include all financial liabilities, other than derivative instruments.

(v) Transaction Costs
Transaction costs for all financial instruments are expensed as incurred.

(vi) Effective Interest Method
The College uses the effective interest method to recognize interest income or expense which includes premiums or discounts earned or incurred for financial instruments.

4. Accounts Receivable

Accounts receivable are composed of the following:

	2012 $	2011 $
Ministry of Advanced Education	27,208	29,276
Federal Government	190,280	39,957
Other	1,138,110	1,137,304
	1,356,110	1,137,304

5. Capital Assets

	Cost $	Accumulated Amortization $	**2012 Net Book Value** **$**	2011 Net Book Value $
Land	42,859	-	**42,859**	42,859
Buildings	6,011,184	4,281,277	**1,729,907**	1,941,956
Furniture and Equipment	1,168,582	1,099,179	**69,403**	163,822
Leasehold Improvements	291,613	246,682	**44,931**	55,993
Other Assets	2,278,061	1,071,025	**1,207,036**	1,292,422
Vehicles	50,213	20,085	**30,128**	40,170
	$9,842,512	$6,718,248	**$3,124,264**	$3,537,222

6. Accounts Payable and Accrued Liabilities

Accounts payable and accrued liabilities are composed of the following:

	2012 $	2011 $
Provincial Government	160,519	291,233
Federal Government	17,389	2,730
Other	1,901,016	1,123,500
	2,078,924	1,417,463

7. Unearned Revenue

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2012 $	2011 $
Ministry of Advanced Education	**1,927,809**	2,276,164
Federal Government Grant	-	-
Other	**180,516**	276,847
	2,108,325	2,553,011

8. Long-Term Debt

	2012 $	2011 $
Royal Bank of Canada, interest rate fixed at 5.589% per annum, monthly repayment terms of $5,718 for 10 years, maturing February 25, 2014.	**348,247**	396,001
Less:		
Current Portion	**(50,421)**	(47,569)
	$297,826	$440,981

The principal repayment schedule to the end of maturity on long-term debt is as follows:

2013	2014
50,421	297,826

9. Restrictions on Net Assets

The Board of Directors of Northlands College placed internal restrictions on $1,968,320 (2011 - $1,845,176) of unrestricted net assets to be used for various purposes as indicated on Statement 3.

External restrictions have not been placed on assets used by Northlands College.

10. Budget Amounts

The budget amounts of these financial statements were prepared by College Management and approved by the Board on May 19, 2011. The Minister approved the budget on July 21, 2011. The budget amounts have not been subjected to audit.

11. Related Party Transactions

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Related Party Transactions:

Routine operating transactions with related parties are recorded at the rated charged by those organizations and are settled on normal trade terms.

	2012 $	2011 $
Ministry of Government Services	**623,371**	463,357
SaskTel	**104,057**	98,356
SaskPower and SaskEnergy	**141,229**	175,262
Saskatchewan Institute of Applied Science and Technology	**633,476**	112,3745
Saskatchewan Municipal Superannuation	**859,498**	911,104
Saskatchewan Regional Colleges	**17,669**	28,535
Saskatchewan Teachers' Federation	**135,070**	131,337
Saskatchewan Teachers' Superannuation	**57,542**	55,044
Saskatchewan Workers' Compensation Board	**17,884**	19,624
University of Regina	**135,070**	94,204
University of Saskatchewan	**319,264**	162,719
Total Amounts Payable/Paid to Related Parties	**3,015,264**	3,263,287

	2012 $	2011 $
Keewatin Yatthe Regional Health Authority	**1,420**	1,000
Mamawetan Churchill River Health Authority	-	175,000
Saskatchewan Apprenticeship and Trade Certification Commission	**16,000**	64,000
Saskatchewan Institute of Applied Science and Technology	**33,143**	19,846
Saskatchewan Ministry of Advanced Education	**12,497,109**	12,798,161
Saskatchewan Regional Colleges	-	4,637
University of Regina	**955**	1,841
University of Saskatchewan	-	288
Total Amounts Receivable/Received from Related Parties	**12,548,627**	13,064,733

The College receives long distance telephone service between major centres from SaskTel, a related party, at reduced rates available to government agencies.

The College brokers course programs (based on negotiated rates) from Saskatchewan Institute of Applied Science and Technology (SIAST).

Other transactions with related parties are disclosed elsewhere in these financial statements and related notes.

12. Financial Instruments

The College's significant financial instruments consist of cash, accounts receivable, accrued salaries and benefits, accounts payable and accrued liabilities, and long term debt.

a) The carrying amount of cash, accounts receivable, accrued salaries and benefits, accounts payable and accrued liabilities approximate fair value due to the short-term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing or certainty of future cash flows. Based on borrowing rates currently available to the College for loans with similar terms and conditions, the carrying value of its long-term debt approximates fair value.

b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivable is from the federal government and form a large number of smaller customers; therefore, credit risk is minimal.

13. Employee Future Benefits

Employees of the College participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, either the Teachers' Superannuation Plan (TSP) which is administered by the Teachers' Superannuation Commission or the Saskatchewan Teachers' Retirement Plan (STRP) which is administered by the Saskatchewan Teachers' Federation. The College has no financial obligation to TSP or STRP for the current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the financial obligations of the TSP. All other employees participate through the Municipal Employees Pension Plan (MEPP), which is a multi-employer defined benefit plan. The College's financial obligation to MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to $397,934 (2001 - $368,547).

14. Contingent Liabilities

A union representing employees of an employer unrelated to the College has applied by Notice of Motion for an order quashing purported decisions of the Municipal Employees Pension Plan relating to the application of actuarial surplus in the fund, as well as other relief. Several participating employers, including the College have been named. It is not possible to estimate the potential effect of the claim at this stage of the proceedings.

15. Lease Agreements

The College is currently leasing certain land and buildings under leases that expire at various dates to May 1, 2024. Annual rentals under the leases for each of the next five years are as follows:

2013	583,456
2014	588,961
2015	331,203
2016	308,229
2017	308,229

16. Foundation

Northlands College established a wholly-owned charitable foundation called "Northlands College Scholarship Foundation Incorporated" for the purpose of advancing education by recognizing student scholastic achievement through the provision of scholarships. The Foundation recorded a surplus of $6,245 in 2012 and had net assets of $97,108 as at June 30, 2012. The Board of the Foundation is appointed by Northlands College.

17. Capital Management

The College's objectives when managing capital are to maintain sufficient fund balances to achieve the purposes of the funds and to ensure compliance with external restrictions placed on those funds.

In the management of capital, the College includes net assets and long term debt in the definition of capital. As at June 30, 2012 the College has $5,465,943 ($5,760,177 in 2011) in capital.

Capital management objectives, policies and procedures are unchanged since proceeding year.

Appendix A

Northlands College Student Statistics 2011-2012

Skills Training			Program Registrations			Graduated/ Completed			Completion
Program	Location	Dates	FT	PT.	Cas	FT	PT	Cas	Percentage
Basic Carpentry	Black Lake	Feb 13/12 – Mar 23/12	0	4	0	0	3	0	75%
Business Planning for Northern Entrepreneurs	Ile a la Crosse	Nov 5/11 – Jan 28/12	0	0	8	0	0	5	63%
Carpentry – Level 1	La Ronge	Feb 13/12 – Mar 30/12	0	12	0	0	9	0	75%
Carpentry Applied	Canoe Lake	Aug 15/11 – Jan 13/12	12	0	0	5	0	0	42%
Continuing Care Assistant	Creighton	Oct 3/11 – May 24/12	4	1	0	4	1	0	100%
Diamond Driller Helper	La Ronge	Jun 11/12 – Jun 27/12	0	6	0	0	3	0	50%
Driller Helper Orientation	Buffalo Narrows	Sep 6/11 – Sep 30/11	0	7	0	0	6	0	86%
Early Childhood Education Orientation	Buffalo Narrows	Jul 4/11 – Aug 5/11	12	0	0	12	0	0	100%
Early Childhood Education Orientation	La Loche	Jun 20/11 – Jul 22/11	12	0	0	11	0	0	92%
Ed to Go	Creighton	Jan 18/12 – Jun 29/12	0	0	1	0	0	1	100%
Ed to Go	La Ronge	Aug 19/12 – Jun 30/12	0	0	2	0	0	2	100%
Electrical Applied Certificate	Creighton	Sep 6/11 – Feb 3/12	8	0	0	6	0	0	67%
Electrician Applied	Buffalo Narrows	Feb 6/12 – Jun 29/12	11	0	0	11	0	0	100%
Entrepreneurship and Small Business	Buffalo Narrows	Sep 6/11 – Oct 7/11	0	3	0	0	2	0	67%
Environmental Monitoring and Protecting (Yr2)	La Ronge	Sep 19/11 – Jun 8/12	10	0	0	9	0	0	90%
First Aid / CPR C	La Ronge	May 29/12 – May 31/12	0	0	9	0	0	8	89%
First Nations Childcare – Certificate	La Ronge	Sep 6/11 – May 25/12	11	0	0	11	0	0	100%
Heavy Equipment Operator	Buffalo Narrows	May 7/12 – Jun 22/12	0	12	0	0	12	0	100%
Heavy Equipment Operator	Deschambeault	Sep 12/11 – Oct 8/11	0	0	9	0	0	8	89%
Heavy Equipment Operator	Points North	Jun 2/11 – Jul 29/11	0	12	0	0	10	0	83%
Heavy Equipment Operator Simulator	La Ronge	Jan 23/12 – Mar 2/12	0	6	0	0	5	0	83%
Industrial Mechanics Applied Certificate	Buffalo Narrows	Jan 10/12 – Jun 20/12	10	0	0	9	0	0	90%
Institutional Cooking	Buffalo Narrows	Jan 10/12 – Jun 20/12	8	0	0	4	0	0	50%
Intro to Excel for Client's Needs	La Ronge	Nov 30/11 – Dec 1/11	0	0	9	0	0	9	100%
Introduction to Underground Mine Ventilation	La Ronge	Jan 9/12 – Apr 20/12	0	18	0	0	15	0	83%
LPN Distance *	La Ronge	Jan 4/12 – Dec 20/13	11	5	0	8	4	0	100%
Mental Health & Addictions – Prep *	La Ronge	Feb 13/12 – Aug 29/12	31	0	0	31	0	0	100%
Mine Engineering Technician – Year 1	La Ronge	Aug 15/11 – Jun 1/12	12	0	0	9	0	0	75%
Office Education	La Ronge	Aug 29/11 – Jun 15/12	12	0	0	9	0	0	75%

Skills Training Continued			Program Registrations			Completed/Graduated			Completion
Program	Location	Dates	FT	PT	Cas	FT	PT	Cas	Percentage
Oilfield Safety & Mine Site Prep	Pelican Narrows	Jan 16/12 – Mar 9/12	0	0	19	0	0	18	95%
Power Line Cutting	Pelican Narrows	Mar 8/12 – Mar 15/12	0	0	46	0	0	46	100%
Power Line Cutting	Sandy Bay	Mar 5/12 – Apr 11/12	0	0	26	0	0	26	100%
Power Line Cutting	Southend	Mar 12/12 – Mar 22/12	0	16	0	0	11	0	69%
Practical Nursing – Year 1	La Ronge	Oct 3/11 – Jun 29/12	7	0	0	5	0	0	71%
Pre-Carpentry	Pelican Narrows	May 1/12 – Jun 29/12	0	8	0	0	7	0	88%
Pre-Employment Welding	Creighton	Oct 3/11 – Jun 22/12	9	0	0	4	0	0	44%
Pre-Nursing – Prep	La Ronge	Sep 6/11 – Dec 16/11	17	0	0	15	0	0	88%
Retail and Customer Service	La Ronge	Jan 31/12 – Mar 28/12	13	0	0	10	0	0	77%
Safety Training	Buffalo Narrows	Mar 26/12–Mar 30/12	0	10	0	0	10	0	100%
Safety Training	La Loche	Mar 19/12 – Mar 30/12	0	16	0	0	16	0	100%
Safety Training	La Loche	Apr 16/12 – Apr 20/12	0	16	0	0	16	0	100%
Safety Training for Power Line	Black Lake	Jun 25/12 – Jun 30/12	0	16	0	0	13	0	81%
Safety Training for Power Line	Fond du Lac	Sep 26/11 – Oct 4/11	0	0	16	0	0	14	88%
SCN/SIAST	Creighton	Aug 31/11–Dec 20/11	0	3	0	0	3	0	100%
SCN/SIAST	La Ronge	Aug 31/11 – Jun 26/12	1	7	0	1	7	0	100%
Security Guard Training	Fond du Lac	Feb 13/12 – Feb 22/12	0	0	13	0	0	10	77%
Short Order Cooking	Sandy Bay	Mar 20/12 – Jun 14/12	10	0	0	9	0	0	90%
Truck Driver Training *	Creighton	Apr 23/12 – Jul 13/12	8	0	0	7	0	0	88%
Underground Mining	Rabbit Lake Mine	Aug 8/11 – Dec 19/11	11	0	0	6	0	0	55%
WHMIS	Saskatoon	Apr 26/12 – Apr 26/12	0	0	25	0	0	25	100%
Women in Industrial Trades	Ile a la Crosse	Oct 24/11– Jun 15/12	11	0	0	7	0	0	64%

* Indicates that the program carries over into next program year.

Adult Basic Education			Program Registrations			Completed/Graduated			Completion
Program	Location	Dates	FT	PT	Cas	FT	PT	Cas	Percentage
ABE Level 3 (Adult 10)	Black Lake	Oct 3/11 – Jun 29/12	18	0	0	6	0	0	33%
ABE Level 3 (Adult 10)	Buffalo Narrows	Sep 8/11 – Apr 23/12	14	0	0	5	0	0	36%
ABE Level 3 (Adult 10)	Creighton	Sep 1/11 – Jun 28/12	14	0	0	6	0	0	43%
ABE Level 3 (Adult 10)	Cumberland House	Sep 1/11 – Jun 28/12	13	0	0	10	0	0	77%
ABE Level 3 (Adult 10)	Jans Bay	Jan 5/12 – Jun 29/12	12	0	0	8	0	0	67%
ABE Level 3 (Adult 10)	La Ronge	Aug 10/11 – Mar 30/12	18	0	0	11	0	0	61%
ABE Level 4 (Adult 12)	Cumberland House	Aug 26/11 – Jun 29/12	9	0	0	9	0	0	0%
ABE Level 4 (Adult 12) – Previous Graduates	Buffalo Narrows	Aug 24/11 – Jun 28/12	1	2	0	0	2	0	67%
ABE Level 4 (Adult 12) – Previous Graduates	Creighton	Sep 1/11 – Jun 27/12	1	1	0	1	1	0	0%
ABE Level 4 (Adult 12) – Previous Graduates	Cumberland House	Aug 26/11 – Jun 29/12	4	0	0	4	0	0	0%
ABE Level 4 (Adult 12) – Previous Graduates	La Ronge	Aug 15/11 – Jun 27/12	4	5	0	3	5	0	89%
ABE Level 4 (Adult 12)/ GED Plus	Buffalo Narrows	Aug 24/11 – Jun 28/12	8	0	0	3	0	0	38%
ABE Level 4 (Adult 12)/ GED Plus	Creighton	Sep 1/11 – Jun 27/12	3	6	0	1	3	0	44%
ABE Level 4 (Adult 12)/Pre-Technologies	La Ronge	Aug 15/11 – Jun 27/12	37	2	0	22	0	0	56%
Bridging to Level 3/4 (Adult 10/12)	Creighton	Dec 5/11 – May 31/12	12	0	0	2	0	0	17%
Developmental Studies Phase 1	La Ronge	Sep 19/11 – Dec 16/12	15	0	0	10	0	0	67%
Developmental Studies Phase 2	La Ronge	Jan 5/12 – Jun 22/12	15	0	0	10	0	0	67%
Developmental Studies Phase 2	Wollaston	Jan 19/12 – Jun 22/12	14	0	0	5	0	0	36%
Developmental Studies Phase 2 *	Fond du Lac	May 22/12 – Nov 22/12	15	0	0	13	0	0	87%
Family Literacy	La Ronge	Oct 5/11 – May 25/12	0	21	0	0	18	0	86%
GED Orientation & Exam Writing	Buffalo Narrows	Jan 25/12 – Jun 28/12	0	2	0	0	2	0	100%
GED Orientation & Exam Writing	Creighton	Aug 18/11 – Jun 22/12	0	13	0	0	13	0	100%
GED Orientation & Exam Writing	La Ronge	Oct 4/11 – Jun 6/12	0	9	0	0	9	0	100%
GED Orientation & Exam Writing	Rabbit Lake	Apr 24/12 – Jun 6/12	0	14	0	0	14	0	100%
GED Preparation	Beauval	Mar 15/12 – Jun 25/12	13	0	0	8	0	0	62%
Health Careers Access	Buffalo Narrows	Aug 24/11 – Jun 28/12	9	0	0	6	0	0	67%
Health Careers Access	Creighton	Sep 1/11 – Jun 27/12	14	0	0	1	0	0	7%
Health Careers Access	La Ronge	Aug 15/11 – Jun 27/12	12	0	0	4	0	0	33%
Learning Centre	Canoe Narrows	May 24/12 – Jun 29/12	0	9	0	0	9	0	100%
Learning Centre	Deschambeault	Sep 19/11 – Jun 15/12	0	60	0	0	7	0	12%
Learning Centre	Sandy Bay	Feb 23/12 – Jun 28/12	0	41	0	0	6	0	15%

Adult Basic Education Continued			Program Registrations			Completed/Graduated			Completion
Program	Location	Dates	FT	PT	Cas	FT	PT	Cas	Percentage
Life Skills/ Job Readiness	La Loche	Sep 28/11 – May 23/12	14	0	0	5	0	0	36%
Life Skills/ Job Readiness	La Loche	Nov 3/11 – Mar 9/12	12	0	0	8	0	0	67%
Life Skills/ Job Readiness	Turnor Lake	Mar 15/12 – Jun 25/12	15	0	0	13	0	0	87%
Making the Connection	Fond du Lac	Nov 28/11 – Jun 29/12	0	28	0	0	27	0	96%
Online GED	La Ronge	Sep 19/11 – Jun 22/12	0	18	0	0	14	0	78%
Online High School	La Ronge	Aug 25/11 – Jun 28/12	0	31	0	0	21	0	68%
Online High School – Previous Graduates	La Ronge	Aug 25/11 – Jun 28/12	0	16	0	0	11	0	69%
Online Literacy	La Ronge	Sep 6/11 – Jun 22/12	0	33	0	0	26	0	79%
PALS	La Ronge	Sep 6/11 – Jun 28/12	0	15	0	0	5	0	33%
Pre-Developmental Studies A	Cumberland House	Jan 9/12 – May 31/12	7	0	0	1	0	0	14%
Pre-Developmental Studies A	Pelican Narrows	Sep 19/11 – Dec 1/11	7	0	0	4	0	0	57%
Pre-Developmental Studies A&B	La Ronge	Nov 4/11 – Mar 30/12	25	0	0	10	0	0	40%
Pre-Developmental Studies A&B	Nemeiben	Oct 17/11 – Mar 30/12	23	0	0	11	0	0	48%
Pre-Developmental Studies A&B	Stanley Mission	Oct 17/11 – Mar 30/12	20	0	0	8	0	0	40%
Pre-Developmental Studies B	Southend	Sep 19/11 – May 31/12	18	0	0	8	0	0	44%
Pre-Developmental Studies B – Part 2	La Loche	Oct 5/11 – May 24/12	14	0	0	6	0	0	43%
Prep for Electrical/Industrial Mechanics	Buffalo Narrows	Oct 31/11 – Feb 2/12	10	0	0	8	0	0	80%
Workplace Education	Cigar Lake Mine	Jan 24/11 – Sep 24/11	0	11	0	0	11	0	100%
Workplace Education	McArthur River Mine	Jul 14/11 – Jun 28/12	0	72	0	0	72	0	100%
Workplace Education	Rabbit Lake Mine	Jul 1/11 – Jun 30/12	0	27	0	0	21	0	78%

* Indicates that the program carries over into next program year.

University Program	Location	Dates	Program Registrations FT	PT	Cas	Completed/Graduated FT	PT	Cas	Completion Percentage
Bachelor of Arts	Buffalo Narrows	Aug 31/11 – Apr 25/12	2	2	0	2	2	0	100%
Bachelor of Arts	Creighton	Aug 31/11 – Jun 26/12	7	2	0	7	2	0	100%
Bachelor of Arts	La Ronge	Aug 31/11 – Jun 26/12	14	8	0	12	6	0	82%
Masters	La Ronge	Jan 4/12 – Apr 25/12	0	2	0	0	2	0	100%
Northern Local Government Authority	La Ronge	Sep 6/11 – Apr 26/12	0	7	0	0	6	0	86%
Nursing	Buffalo Narrows	Aug 31/11 – Jun 26/12	12	2	0	11	0	0	79%
Nursing	Creighton	Aug 31/11 – Apr 25/12	2	0	0	0	0	0	0%
Nursing	Ile a la Crosse	Aug 31/11 – Jun 26/12	11	1	0	11	0	0	75%
Nursing	La Ronge	Aug 31/11 – Jun 26/12	22	5	0	19	5	0	89%
Social Work	Buffalo Narrows	Aug 31/11 – Jun 26/12	8	1	0	6	1	0	78%
Social Work	Creighton	Aug 31/11 – Apr 25/12	9	0	0	9	0	0	100%
Social Work	La Ronge	Aug 31/11 – Apr 25/12	7	7	0	6	6	0	86%
Teacher Entrance	Buffalo Narrows	Aug 31/11 – Apr 25/12	6	0	0	6	0	0	100%
Teacher Entrance	Creighton	Aug 31/11 – Apr 25/12	5	0	0	3	0	0	60%
Teacher Entrance	La Ronge	Aug 31/11 – Apr 25/12	3	0	0	2	0	0	67%

Glossary of Terms

Adult Basic Education Credit	Academic skills development that leads to certification at a grade 10-12 level or prepares individuals to write the GED exams.
Adult Basic Education Non-Credit	Learning which may include some form of evaluation, however, does not result in certification by a recognized body.
Completer	A student who has completed course requirements or remained to the end of the program.
Graduate	A student who has successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.
Full-Load Equivalent	Total participant hours divided by the accepted full-load equivalent factor for a program group.
Institute Credit	Education and training which leads to a credential (i.e. certificate, diploma, degree; from a recognized credit-granting institute).
Industry Non-Credit	Education and training that meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.
Student Full-Time	One who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition: a) for apprenticeship and trade: a complete level (the length depends on the trade) is required; and b) for university courses: a minimum of 216 hours of scheduled class time for the academic year.
Student Part-Time	One who is taking: a) courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or b) courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.
Student Casual	One who is taking courses (within a program group) that collectively total less than 30 hours of scheduled class time.

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